

1-1-1979

The effect of a leadership training program on women's values, attitudes, and leader behavior.

Irene Burke Carew

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Carew, Irene Burke, "The effect of a leadership training program on women's values, attitudes, and leader behavior." (1979). *Doctoral Dissertations 1896 - February 2014*. 3481.

https://scholarworks.umass.edu/dissertations_1/3481

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

THE EFFECT OF A LEADERSHIP TRAINING PROGRAM
ON WOMEN'S VALUES, ATTITUDES,
AND LEADER BEHAVIOR

A Dissertation Presented

By

IRENE BURKE CAREW

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May

1979

Education

c Irene Burke Carew 1979
All Rights Reserved

THE EFFECT OF A LEADERSHIP TRAINING PROGRAM
ON WOMEN'S VALUES, ATTITUDES,
AND LEADER BEHAVIOR

A Dissertation Presented

By

IRENE BURKE CAREW

Approved as to style and content by:

Douglas Forsyth
Douglas Forsyth, Chairperson

John Wideman
John Wideman, Member

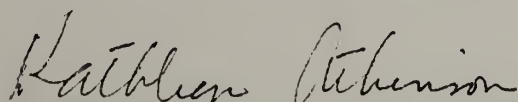
Theodore Slovin
Theodore Slovin, Member

Mario Fantini
Mario Fantini, Dean
School of Education

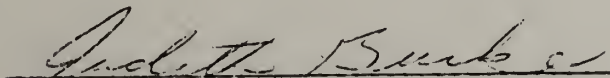
ACKNOWLEDGEMENTS

I would like to begin my acknowledgements by expressing my warmth and gratitude to my seven year old son, Scott. Although he did not understand the full meaning of a dissertation, he understood the importance of this endeavor to me and cooperated in providing me with the much needed quiet and solitude to complete my work--as well as giving me the many hugs and kisses that made every day loving and much more manageable. I am very proud of him, as I believe he is of me.

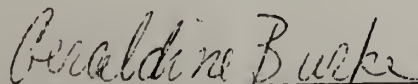
Throughout my work on my comprehensive exam and my dissertation, my sisters and my women friends provided the necessary personal and professional support that helped me to believe in myself and my ability to become a Doctor of Education. These women served as my support group and informal committee throughout my journey, and my only hope is that I can return this support for each one's journey--whatever they may choose. My deepest thanks and gratitude to:



Kathleen Atkinson, Director of Title IX Project
Massachusetts Department of Education



Judith Burke, School Nurse
Los Angeles School System



Geraldine Burke, Dance Therapist

Kristin Langlykke

Kristin Langlykke, Coordinator of
Health Careers Program
In Service Instructor in Education
Department, Mt. Auburn Hospital

Elinor Levine

Elinor Levine, Director of Explorations Program
University of Massachusetts
Ed.D. Candidate, University of Massachusetts

Eleanor Skinner

Eleanor Skinner, Assistant Master, Dakin House
Hampshire College
Ed.D. Candidate, University of Massachusetts

I would like to acknowledge a special remembrance to my friend Dr. Ann Gillespie, who died of cancer on November 19, 1978. Throughout all her own pain and struggle, she encouraged me to finish my dissertation and provided me with both personal and practical support. Ann had just completed her own dissertation in September and will always be remembered as a friend and a role model.

I extend my special thanks and love to my parents, Ann and Joseph Burke for their constant love and support. And, I would also like to thank them for providing the opportunity for me to finish my dissertation in my new home.

I would like to thank the members of my committee: Doug Forsyth, Jack Wideman and Ted Slovin for their encouragement, clarification and constant belief in me. Because of them my dissertation became a process of growth and excitement and above all added to my self-confidence.

And last, but certainly not least, I would like to extend my thanks and gratitude to the women who participated in the training

program. Without their commitment and excitement this dissertation would not have been possible. This thanks is also extended to the women who volunteered to be in the control group. Although that process must not have been very much fun, they were willing to offer their time and effort to help me to do my dissertation.

ABSTRACT

The Effect of a Leadership Training Program on Women's
Values, Attitudes, and Leader Behavior

January 1979

Irene Burke Carew, B.A., Trenton State College
M.Ed., Ohio University, Ed.D., University of Massachusetts

Directed by: Dr. Douglas R. Forsyth

Purpose

The purpose of this study was to implement a training program for women in positions of leadership. The general goal was to provide these women with the opportunity to define, develop and gain confidence in their own leadership styles and abilities; and, to broaden their concept of leadership, which has been primarily influenced by the predominance of male role models in leadership positions, to include a vision of women as leaders.

Five specific null hypotheses and two questions under study were stated. It was hypothesized that there would be no significant difference between the experimental and control group: (1) on their motive to avoid success; (2) on their perception of their ability to perform task functions of leadership; (3) on their perception of their ability to perform maintenance functions of leadership; (3a) in either the experimental or the control group in their perception of their ability to perform maintenance functions of leadership over task functions of leadership; (4) in their self-confidence to perform task functions of leadership; (5) in their self-confidence to perform maintenance functions of

leadership. The Questions Under Study asked: (1) will women in the training program be able to clarify their values in regard to leadership?; (2) will women in the training program be able to clarify their styles of leadership? A rejection level for the null hypothesis was established at .05.

Methodology

To evaluate the effectiveness of the training program on the experimental group, a pre and post test control group design was used. Verbal leads were used to measure the experimental and control group on their motive to avoid success. A Task and Maintenance Performance Continuum was developed to measure the experimental and control groups on their perceptions of their ability to perform task and maintenance functions of leadership. A Semantic Differential was administered to measure the experimental and control group on their self-confidence in performing task and maintenance functions of leadership. The Instrumental and Terminal Value Survey was administered to the experimental and control group in order to consider their priorities in ranking values. A Values Clarification Exercise was also developed and used in the training program to assess those values that women in the training program consider to be most important to a woman leader. The Leader Effectiveness and Adaptability Description (LEAD) was administered to the experimental and control group to assess their knowledge and attitudes about preferred leadership styles, style range, and style adaptability.

Results and Conclusions

The final conclusions of this study found that some women leaders perceive themselves as able to perform maintenance functions of leaderships at a significantly higher level than task functions of leadership. The training program implemented in this study was effective in helping the women in the training program to significantly decrease their motive to avoid success and to significantly increase their self-confidence in performing task functions of leadership.

There is also some indication from this study that the training program may have been effective in increasing the significance of the values "independence" and "imagination" as those instrumental values that are important to a woman leader. The decrease in the importance of the terminal value "family security" may indicate that women in the training program became less dependent on this value as a result of the experiences in the training program.

The conclusions reached in this study suggest that further research should be continued in the identification of women leaders' motive to avoid success, specific skills training in the task functions of leadership, and a continuation of the study of values that are important to women leaders.

In addition to these conclusions, the following recommendations are made to increase the effectiveness of any future training program for women: (1) to lengthen the training programs to include specific skill sessions on the task and maintenance functions of leadership in order to increase women leaders' ability to perform these functions and

also to increase their self-confidence in the performance of these functions; (2) to gain more accurate information on the leadership styles of women leaders, the LEAD instrument should continue to be completed by women leaders and should also be completed by the populations that these women work with, to obtain their perception of each woman's use of leadership styles.

TABLE OF CONTENTS

	<u>page</u>
ACKNOWLEDGEMENTS	iv
ABSTRACT	vii
LIST OF TABLES	xv
LIST OF DIAGRAMS	xvii
CHAPTER	
I INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	5
Importance and Feasibility of the Study	5
Women's Motivation to Succeed	6
Task and Maintenance Functions of Leadership	8
Women's Values	10
Significance of the Study	13
Limitations of the Study	13
Outline of Chapters	14
II REVIEW OF THE LITERATURE	15
Women: Psychology, Socialization, Value Orientation, and Access to Professional Positions	15
Women: Leadership and Training	36
Theories and Concepts Used in the Development of the Training Program	43
III METHODOLOGY	54
Description of the Study	54
Subjects	54
Project	55
Hypotheses	56
Questions Under Study	56
Project Evaluation	57
Instrumentation	57
Motive to Avoid Success--Verbal Leads	58
Task and Maintenance Performance Continuum	60
Semantic Differential	60
Instrumental and Terminal Value Survey	62
Value Clarification Exercise	63
Leader Effectiveness and Adaptability Description (LEAD)	66

Trainer Learning Goals and Guidelines Used in the Development of the Training Design	67
Design Objectives	75
Summary of Training Design	79
Training Design and Implementation	81
Session One--Planning	82
Session One--Implementation	91
Session One--Evaluation and Reactions	103
Session Two--Planning	110
Session Two--Implementation	115
Session Two--Evaluation and Reactions	118
Session Three--Planning	121
Session Three--Implementation	129
Session Three--Evaluation and Reactions	133
Session Four--Planning	137
Session Four--Implementation	141
Session Four--Evaluation and Reactions	145
Session Five--Planning	147
Session Five--Implementation	150
Session Five--Evaluation and Reactions	153
Session Six--Planning	156
Session Six--Implementation	163
Session Six--Implementation	163
Session Six--Evaluation and Reactions	167
Session Seven--Planning	168
Session Seven--Implementation	169
Session Seven--Evaluation and Reactions	175
Session Eight--Planning	177
Session Eight--Implementation	182
Session Eight--Evaluation and Reactions	186
Session Nine--Planning	187
Session Nine--Implementation	190
Session Nine--Evaluation and Reactions	193
IV RESULTS AND DISCUSSION	199
Section One	199
Hypothesis 1	199
Hypothesis 2	201
Hypothesis 3	202
Sub-hypothesis 3a	204
Hypothesis 4	205
Hypothesis 5	205
Section Two	
Question Under Study 1	208
Question Under Study 2	217

V	SUMMARY AND CONCLUSIONS	226
	Summary	226
	Interpretation of the Findings and Suggestions for Further Research	229
	Hypothesis 1	230
	Hypothesis 2	231
	Hypothesis 3	232
	Sub-hypothesis 3a	234
	Hypothesis 4	235
	Hypothesis 5	236
	Question Under Study 1	237
	Instrumental Values	238
	Terminal Values	239
	Question Under Study 2	244
	General Goal of the Training Program	247
	Conclusions	248
	 BIBLIOGRAPHY	 252
APPENDIX 1	Pre-Workshop Letter to Participants	260
	Motive to Avoid Success--Verbal Leads Form	265
	Task and Maintenance Performance Continuum	274
	Semantic Differential--Task Functions	276
	Semantic Differential--Maintenance Functions	278
	Instrumental Values Survey	282
	Terminal Values Survey	283
	Leader Adaptability and Style Inventory	284
APPENDIX 2	Session One	
	Course Requirements	288
	Critical Incident Questionnaire	290
	Values Wanted by Participants	291
	Skills Wanted by Participants	293
	Readings	295
	 Session Two	
	Characteristics Assigned to Women	296
	Life Line Exercise	297
	Who Am I Exercise	298
	Identity Review Exercise	299
	Feelings Wanted by Participants	300
	Readings	301

Appendix 2
(cont.)

Session Three

Task and Maintenance Functions	303
Tri-Dimensional Leader Effectiveness Model	305
Situations--Leadership Styles	306
Readings	308

Session Five

Reflections of Self and Group	309
Observation Form	310
Readings	311
Letter to Participants	312

Session Six

Goals and Design Form	314
Feedback to You Form	315

Session Eight

Readings	316
----------	-----

<u>Table</u>		<u>page</u>
17	Tabulation of Values Clarification Exercise	219
18	LEAD Scores Experimental Group	220
19	LEAD Scores Control Group	221
20	Terminal Values	242
21	Instrumental Values	243

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem to be treated in this study is that the socialization of women in the United States does not prepare women to develop their motivation to succeed or to aspire to positions of leadership, as evidenced by the small number of women leaders in all fields. There is a great deal of evidence to show that men and women in the United States are encouraged to develop different characteristics (e.g., Chesler, 1972; Friedan, 1970; Epstein, 1970; Bardwick, 1971). Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970) developed a stereotype questionnaire that distinguishes between characteristics that are typically feminine and characteristics that are typically masculine. This questionnaire is based on their review of literature describing evidence of highly consensual norms and beliefs about the differing characteristics assigned to men and women. The questionnaire was administered to male and female clinicians, and the results of this study indicate that

- (1) The clinicians' concepts of a healthy, mature man do not differ significantly from their concepts of a healthy adult. However, the clinicians' concepts of a mature healthy woman do differ significantly from their adult health concepts. Clinicians are significantly less likely to attribute traits which characterize healthy adults to a woman than they are likely to attribute these traits to a healthy man. (Broverman et al., 1970, p. 5)
- (2) . . . these differences parallel the sex-role stereotypes prevalent in our society. (Broverman et al., 1970, p. 5)

The results of this study in terms of those characteristics that were viewed as Male-valued items, and thus were not considered Female-

valued items, are significant to this study due to their relationship to leadership capabilities. The following are examples of the characteristics assigned to the Feminine pole of Male-valued items:

Not at all aggressive, Not at all independent, Very subjective, Very easily influenced, Very excitable in a minor crisis, Very passive, Not at all competitive, Very illogical, Not at all skilled in business, Does not know the way of the world, Feelings easily hurt, Not at all adventurous, Has difficulty making decisions, almost never acts as a leader, Not at all self-confident, Not at all ambitious, Unable to separate feelings from ideas . . . (Broverman et al., 1970, p. 3)

Based on this evidence, it is important to understand the way in which these assigned characteristics affect the ability of women in our society to develop their motivation to succeed and their ability to acquire positions of leadership.

Conflict faces the would-be career-women, for the core of attributes found in most professional and occupational roles is considered to be masculine: persistence and drive, personal dedication, aggressiveness, emotional detachment, and a kind of sexless matter-of-factness equaled with intellectual performance. Since the female and professional role-configurations are painted by this society as mutually exclusive rather than over-lapping or concurrent, most American women feel they must choose between them. (Epstein, 1920, p. 23)

In studying the characteristics of aggression and competition, primarily designated as male characteristics, Kagan and Moss (1962) found that the typical female has greater anxiety over aggressive and competitive behavior; thus, women experience greater conflict than men over intellectual competition which in turn leads to inhibition of intense strivings for academic excellence.

Matina Horner's (1968) research on achievement motivation in women not only led her to hypothesize that women's achievement motivation decreases in achievement-oriented conditions which stress intellectual and

leadership ability due to fear of failure, but, that women develop a motive to avoid success in these situations:

This 'fear of success' receives its impetus from the expectancy held by women that success in achievement situations will be followed by negative consequences, including social rejection and the sense of losing one's femininity. (Garskof, ed., 1971, p. 98)

Thus, Horner's research on achievement motivation in women is directly linked with the sex-role stereotyping of women that produces conflict between their success in achievement oriented situations and their fear of loss of femininity. While men may experience a fear of success, Horner (1974) points out that this fear is never coupled with a deep conflict over the crucial and fundamental issue of their masculinity. Bardwich (1971) describes this conflict as one between women's need to affiliate and their need to achieve. She suggests that there appears to be a trade-off for women between these two motives in that the more women need to affiliate, the less they need--or will--achieve, especially in a career.

The effects of sex-role socialization and its inherent conflict has implications for women in maintaining a successful career. Epstein (1970) found, through the research done by Fogarty and the Rapaports on women in high level positions in England, and her own review of all the available American literature, that even successful women have not developed long-range career strategy processes. Thus, even these women are left to the whim of chance in maintaining or further developing a successful career. According to Epstein (1970), the general orientation of women towards pleasing others and doing the right thing always means holding back, and "retreating from a position of strong ambition and career commitment." (Epstein, 1975, p. 15)

Women are not challenged to face their fears and thus never lose them, and remain self-doubting. Without the support to do their best, to be their best, and to enjoy doing well, most of those who could 'make it,' don't. (Epstein, 1975, p. 16)

Although there are over twenty-eight million women in the labor force today, Carmen Maymie, as Director of the Women's Bureau in 1973, stated: "Both women and minorities are concentrated in jobs with low pay, no power, no involvement in the decision making process, and no chance for upward mobility." (Women and Work, June 1973, p. 2) Epstein (1970, p. 6) points out that:

. . . women who work have settled for a fraction of the job possibilities offered by the economy. And their failure to advance into jobs which are valued most highly in our society--the upper strata of business and the professions--is striking. Only a handful have joined the professions of law, medicine, teaching in higher education, engineering, or those linked to the natural sciences. . . The ministry and the military are the most enduring male preserves, and the proportion of women in them is negligible.

Hennig and Jardin (1976, p. xii) report that:

. . . while women make up 39 percent of the labor force, less than 5 percent of those earning more than \$10,000 a year in the census category of Officials, Managers and Proprietors are women. Stated another way, men make up 61 percent of the labor force, yet 95 percent of the jobs in this census category paying more than \$10,000 are held by men. At higher salary levels--\$25,000 and above, the representation of women falls even lower--to 2.3 percent versus 97.7 percent for men . . .

Even women in the helping professions, where women have traditionally sought employment, still tend to cluster at the bottom ranges of the career ladder, despite the wide range of skills and capabilities they may possess (Horner and Walsh, 1973). An example of this is taken from the National Education Association reporting that out of 14,379 school superintendents, only 90, or 6/10 of 1% of the total, were women. Only 25.9% of all central office personnel were women; and only 15% of all principals (elementary and secondary) were women. (Crosby, 1973)

Purpose of the Study

The purpose of this study was to implement a training program for women in positions of leadership that would provide these women with the opportunity to define, develop and gain confidence in their own leadership styles and abilities. Included in this primary goal was the need for women to broaden their concept of leadership, which has been primarily influenced by the predominance of male role models in leadership positions, to include a vision of women as leaders. Several specific goals were developed around this primary goal: (1) to increase their motivation to succeed as leaders; (2) to clarify their values in regard to leadership; (3) to identify and gain confidence in the task and maintenance functions of leadership that they already possess as leaders, as well as identify and gain confidence in the functions that they want to acquire; (4) to begin to develop styles and models of leadership based on an integration of their values, their knowledge of task and maintenance functions of leadership and their self-confidence in their ability to perform these functions, and their increased motivation to succeed.

Importance and Feasibility of Study

In order to understand the importance and feasibility of this study, this section will focus on the literature and research as it relates to women's motivation to succeed in achievement oriented situations, the relationship of task and maintenance functions of leadership in the development of women's leadership abilities, and the relationship of women's values to the development of leadership styles and models.

Women's Motivation to Succeed

In reviewing the literature on achievement motivation in women, it became apparent that women have the capacity to achieve. However, the impact of socialization upon women at various stages of their lives (e.g., puberty, marriageable years, raising children) correlates directly with a decrease in their motivation to achieve.

Young girls show no signs of this motive to avoid success. In fact, research conducted with young children (Crandall and Rabson, 1960; Crandall, Katkovsky, and Preston, 1962) indicates that there is no discernible difference between young girls and young boys, grades one through three, in their motivation to achieve. The one major difference was that girls depend more on adult support and approval; whereas, boys rely more on their own internal motivation to achieve. The movement away from motivation to achieve appears around puberty when young women begin to prepare for their sex-roles as wives and mothers. In studies done by Douvan and Adelson (1966) the interviews with girls, ages 11-18, showed that girls were compliant, dependent upon authority, and progressing in all areas except those of achievement and moral autonomy. Through her research on achievement motivation with college students, Horner (1969) has shown that women have developed a motive to avoid success in achievement oriented situations that is based on the anxiety that arises over the conflict between achievement and femininity. Although there is a decline in achievement motivation in young women, Baruch (1966) found that there is an increase in the motivation to achieve in women who have been married for ten to fifteen years. This would indicate that once the

societal pressures of raising children were relieved, women would again return to their natural capacity to achieve.

Not only are women socialized into the roles of wife and mother which decrease their motivation to achieve in achievement oriented situations outside of their home domain, but as Epstein (1970) points out there is also a deterrent facing would-be career women based on the fact that attributes found in most professional and occupational roles are considered to be masculine; thus, presenting a problem for women who have been socialized and expected to possess feminine attributes.

Maslow (in Friedan, 1970, p. 309) believes that, "Capacities clamor to be used, and cease their clamor only when they are well used. This is, capacities are also needs. Not only is it fun to use our capacities, but it is also necessary. The unused capacity or organ can become a disease center or else atrophy, thus dimishing the person." Although Maslow is referring to humanity in general in the above statement, his assertions imply that self-actualization, or the full realization of human potential, was hardly possible at all for women in our society. He could not find many women who fit the self-actualized category.

One of the blocks facing women in being able to use their full capacities is the conflict involved in relation to success (integration of feminine qualities with success orientation). Friere (1974, p. 131), in his work with the oppressed, has captured the essence of the struggle involved in gaining freedom:

The oppressed having internalized the image of the oppressor and adopted his guidelines, are fearful of freedom. Freedom would require them to eject this image and replace it with autonomy and responsibility. Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal

located outside of man; nor is it an idea which becomes myth. It is rather the indispensable condition of the quest for human completion.

Epstein (1975) contends that women have not been challenged to face their fears and therefore have never been able to rise above them.

Friere (1974, pp. 100-101) addresses this issue by defining the first step towards freedom as the need for the oppressed to name the world as they see it and experience it:

Only as this situation ceased to present itself as a dense, enveloping reality or a tormenting blind alley and men can come to perceive it as an objective problematic situation--only then can commitment exist. Men emerge from their submission and acquire the ability to intervene in reality as it is unveiled. Intervention in reality--historical awareness itself--thus represents a step forward from emergence, and results from the conscientization of the situation.

All indications are that women have the capacity to achieve and to develop the motivation to succeed. Friere has presented a means by which women can begin to face their fears of success and to work towards an integration of their ability to be leaders and also to maintain their own identities as women.

Task and Maintenance Functions of Leadership

A review of the literature on leadership identifies two major functions of leadership for their universal interrelatedness in approaching leadership in any situation. These functions are the task and maintenance functions of leadership. Irving Knickerbocker (1948) espouses this concept of leadership in terms of the leader being a product of his functional relationship to specific situations. The functional approach to leadership considers both the individual and the situation in which leadership occurs.

This approach assumes that group members (and leaders) are continually faced with two interrelated tasks. The first is that groups must find ways to deal with problems associated with attainment of agreed upon goals, i.e., resolve task problems. Secondly, group members must find ways to improve and strengthen the group itself, i.e., resolve internal maintenance problems, to achieve its goals. (Eddy, Burke, Dupre, South, 1969, p. 142)

Some member or leader functions that are effective in moving groups toward resolving their task problems are: asking for clarification of issues at hand, summarizing the contributions of others, proposing new ideas and courses of action, giving and receiving information, coordinating the ideas and suggestions made by others. Functions that help in resolving internal problems and the maintenance of the group include: giving minority views a chance to be heard, mediating and harmonizing conflict within the group, maintaining open channels of communication, ventilating feelings for the group. (Benne and Sheats, 1948; Bales, 1950)

It is important to remember in discussing functions of leadership that although the functions are relatively independent, they are not necessarily incompatible. Any given behavior in a group may have significance for both goal achievement and for maintenance. (Cartwright and Zander, 1953)

In increasing the potential for women to be successful leaders there are two areas to consider. One is to increase their self-confidence in their ability to perform functions of leadership. The second is to increase their ability to perform both the task and maintenance functions of leadership.

There appears to be a close correlation between the majority of maintenance functions, defined by Benne and Sheats and Bales, and the characteristics assigned to women in our society--being aware of the

feelings of others, expression of emotions, dislike of competition, gentleness, personal warmth, empathy, and sensitivity. Although most women have been socialized to possess characteristics that lend themselves to the maintenance functions of leadership, women have been socialized to rarely act as leaders. Therefore, it is extremely important for women to understand the value of maintenance functions as they relate to leadership. This understanding will hopefully lead to greater self-confidence in themselves as leaders and also the ability to begin to assume leadership in the areas of maintenance functions of leadership.

The task functions of leadership appear to be those that are more alien to women in our society. Women have not been encouraged to think logically, initiate plans, present ideas, take action in an assertive manner, or assume overt leadership of any kind. Therefore, the task functions of leadership are ones that women must begin to practice and assimilate into their view of themselves as leaders.

Studies conducted on successful male and female leaders show no discernible differences in the skills demonstrated by these men and women. Therefore, it can be concluded that women have the capacity to develop the necessary skills for leadership. The areas that this study focuses on are the development of self-confidence in the performance of task and maintenance functions of leadership and the need to practice skills that we have not yet assimilated into our leadership.

Women's Values

The review of the literature on values indicates that women may possess values that can make valuable contributions to leadership styles

and models, and that it is extremely important for women to clarify and remain in touch with their values. This study assumes that there are differences between male and female values and that it is important for women to clarify their values in regard to leadership so that women can develop styles and models of leadership that are consistent with these values.

Slater (1974) believes that Western culture is founded on the oppression of women and of the values associated with them: wholeness, continuity, communion, humanism, feelings, the body, connectedness, and harmony. He espouses the theory that this society has promoted the male virtues of courage, perseverance, and personal achievement to the detriment of our society, because these virtues assume the importance of the individual over the importance of humanity.

Polk (1974, p. 418) summarizes the position of feminists such as Firestone (1970) and Burris (1971) in their belief concerning the value differences between men and women. One of Polk's summary statements on these views is:

5. Masculine values are largely responsible for the crisis in our society. Competitiveness pits human against human and results in racism, sexism, and colonialism, as well as the rape of the natural environment in the pursuit of economic power. Aggressiveness leads to war. Exaggerated independence inhibits society's ability to solve common problems by failing to recognize the fundamental interdependence among humans and between humans and the physical environment. Excessive rationality is linked to the building of a run-away technological and scientific system incapable of recognizing and granting legitimacy to human needs and feelings.

Slater (1974, p. 88) says, "It is women who have best retained the primeval sense of balance and who are best capable of combining an orientation toward love and pleasure with the optimal performance of necessary

maintenance functions." Firestone (1970, p. 38) views the feminist movement as one of, "developing a new way of relating, a new political style, one that will eventually reconcile the person--always the feminine prerogative--with the public, with the 'world outside,' to restore that world to its emotions, and literally to its senses."

Some studies show that women who attain leadership positions assimilate male values; therefore, concluding that women do not provide a valuable or different contribution to society. Jungian psychologists such as Jung, DeCastellejo, and Harding remind us that the assimilation of male values is very possible if women do not constantly stay in touch with their feminine psyche and values.

The results of Rokeach's (1973) national sample of instrumental and terminal values showed that women value significantly more than men a world of peace, happiness, inner harmony, salvation, self-respect, wisdom, and being cheerful, clean, forgiving, and loving. Although these values were most important to a national sample of women, Rokeach says that it is reasonable to expect that women identifying themselves with the women's liberation movement will manifest a value pattern that is different from the typical female's and also from the typical male's. This expectation has recently received strong support in the work of Ball-Rokeach (1972).

As Rokeach indicates, society is changing and women are becoming more aware of the effects of sex-role stereotyping on their ability to fully function in our society. Therefore, it is extremely important that women begin to clarify their values and to allow their values to guide them in developing leadership styles and models.

Significance of Study

This study has significance for the women in the training program, if at its termination, these women have been able to define, develop, and gain confidence in their own leadership styles and abilities. If the training program is successful in meeting these objectives, it can be replicated for similar or some diverse populations of women.

This project also has significance specifically for helping women already in leadership positions to begin to shape and internalize a vision of women as leaders, which may encourage these women to continue in leadership positions.

Limitations of this Study

The first limitation of this study is the length of the training program. It is possible for people to begin to change their attitudes within the limitations of a forty hour training program, but it is unlikely that major behavior changes will take place in such a short time. It was hoped that the training program would continue, on a more shared leadership basis with the participants, during the second semester. Although two follow-up meetings were held, the time commitment of the participants was too limited to continue an ongoing training program.

The second limitation of the study was that all of the women who participated in the training program were also involved in full-time leadership positions at the same time that they were participating in this program. Therefore, the training program was greatly influenced by the stresses and demands of the participants' work situations.

The third limitation of this study is that the participants were self-selected from a population of women Heads of Residence at the University of Massachusetts. Thus, the study is limited in its generalizability to random populations of women leaders who do not volunteer to participate in such a training program.

Outline of Chapters

The following is an outline of each chapter in the report:

Chapter I	Introduction	Includes a statement of the problem, purpose of the study, importance and feasibility of the study, significance of the study, and limitations of the study.
Chapter II	Review of the Literature	Includes a review of the literature on women's psychology, socialization, value orientation, access to professional positions, leadership, training programs, and the theory, concepts, and skills used in the training program for this study.
Chapter III	Methodology	Includes the description of the study, subjects, project, hypotheses and questions under study, project evaluation, guidelines used in the development of the design, outline of the design objectives, summary of the training design, and the planning and implementation of the project design.
Chapter IV	Results and Discussion	Includes discussion of hypotheses 1 through 5, and discussion of the two questions under study.
Chapter V	Summary and Conclusions	Includes a summary of the results, interpretations of the findings, suggestions for further research, and conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is divided into three sections. The first section will review the literature on women in the areas of psychology, socialization, value orientation, and access to professional positions. The second section will review the literature on women and leadership, and provide a survey of training programs developed for women. The third section will review the theories, concepts, and skills that will be used in the training program for women in this study.

Women: Psychology, Socialization, Value Orientation, and Access to Professional Positions

Maslow (Friedan, 1970, p.309) believes that, "Capacities clamor to be used, and cease their clamor only when they are well used. This is, capacities are also needs. Not only is it fun to use our capacities, but it is also necessary. The unused capacity or organ can become a disease center or else atrophy, thus diminishing the person." Although Maslow is referring to humanity in general in the above statement, his findings implied that self-actualization, or the full realization of human potential, was hardly possible at all for women in our society. He couldn't find many women who fit the self-actualized category.

Elizabeth Cady Stanton (Oakley, 1972, p. 126) in her address, "The Solitude of Self" to the National American Woman Suffrage Association Convention, in January 1972, spoke these words:

The isolation of every human soul and the necessity of self-dependence must give each individual the right to choose his own surroundings. The strongest reason for giving woman all the opportunities for higher

education, for the full development of her faculties, her forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear--is the solitude and personal responsibility of her own individual life. The strongest reason we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because as an individual, she must rely on herself.

In conclusion, she asked,

Who can take, dare take, on himself, the rights, the duties, the responsibilities, of another human soul?

Women are people with the same capacities and needs to self-actualize and be responsible for themselves. How did women reach the point of inequality with men? It is important, at this point, to understand the historical development of the family and the separation of both women and children from the mainstream of life.

Aries (1975) gives an historical perspective on the development of the family. During the seventeenth century and the Middle Ages, the family did not provide affection, socialization, and education for the children. Rather, the family extended to the immediate community where children were apprenticed to work for a variety of families and situations. The immediate family unit was united in times of crisis (i.e., death or danger), and in easier times it was less united. The family did not congregate in the home as we know it today, but rather in public places where the family was viewed as a larger sense of community. As Aries reports in Psychology Today (1975, p. 54):

Man could not live by himself. It was necessary for him to cooperate with his wife, either in the farmwork or in the trade of the craftsman. When the family is not threatened, the nucleus formed by the couple and the children tended to spread out in groups.

Children at this time were seen as miniature adults, and were prepared for adulthood very early. Therefore, the stress on parenting and unconditional love between members of a family was not present in the family unit--but rather shared and unspoken of in the larger family community.

With the advent of institutions, especially education in the sixteenth and seventeenth centuries, woman's legal independence--her legal rights--were reduced; and, she as the child, was reduced to a minor. Until the Industrial Revolution, women had played an important economic role in daily existence. After this point, men began to leave the home to go to work, children had become separated from the adult world, and women were diminished to the role of wife and mother. Aries (1975) points out that the advent of the baby boom in the United States brought about the exaltation of woman as wife and mother.

Aries (1975) explains that the nuclear family as it has emerged from history has become the refuge from the rest of the busy world. Slater (1974) believes that the movement away from the larger community family to the reclusive nuclear family has made our social impulses atrophy. He says that the capacity of a family to generate drama (or experience crisis as Aries stated), does not change; but, since the family has become isolated there is no longer a community to reach out to in times of distress. We have replaced rational and judicious behavior for our responsibility to other human beings. Through all the pessimism on the state of our society, Slater (1974) believes that women have best retained the primeval sense of balance and are best capable of combining an orientation toward love and pleasure with the optimal performance of necessary maintenance functions.

Aries (Psychology Today, 1975, p. 56) also leads into a discussion of psychology. He points out that Freudian psychoanalysis should be seen in terms of its historical occurrence:

. . . I wonder if Freudian psychoanalysis is not merely a specific answer to psychological and sexual problems that arise in a society in which the child is set aside, the family has been closed in, and the mother has become an enormous influence.

Aries points out that the question of sexuality, before churches were formally established, was not deliberated. The child was exposed to a world where sex was expressed modestly, but freely. Actions and words relating to sex were in everyday usage.

Freud's psychoanalytic theory of women is often dismissed by contemporary critics as being culture bound and out of date. However, Jean Strouse (1974, p. 3) believes that the dismissal of psychoanalytic theory is unfortunate:

For the dogma of woman's 'anatomical inferiority' is only the most accessible and easily misconstrued element in a system of ideas whose significance for feminism is that it suggests so much about interactions between social organization and the deepest levels of human sexuality. These interactions, visible in individual lives, are crucial in the formation of personal, sexual, and social identity, and an understanding of them has to be the basis for any profound or psychological understanding of women.

Although Freud espoused the sexual inferiority of the clitoris in relation to the penis, and the feminine in relation to the masculine, it is interesting to note his underlying view of masculine and feminine, as quoted by Juliet Mitchell (1974, p. 31);

It is essential to realize that the concepts of 'masculine' and 'feminine' whose meaning seems so unambiguous to ordinary people, are among the most confused that occur in science. It is possible to distinguish at least three uses. 'Masculine' and 'feminine' are used sometimes in the sense of activity and passivity, sometimes in a biological and sometimes, again, in a sociological sense. The first of these three meanings is the essential one and the most serviceable

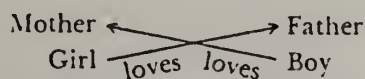
in psychoanalysis. When . . . libido was described . . . as being 'masculine,' the word was being used in this sense, for an instinct is always active even when it has a passive aim in view . . . Activity and its concomitant phenomena (more powerful muscular development, aggressiveness, greater intensity of libido) are as a rule linked with biological masculinity; but they are not necessarily so, for there are animal species in which these qualities are on the contrary assigned to the female . . . Such observation shows that in human beings pure masculinity or femininity is not to be found either in the psychological or biological sense. Every individual on the contrary displays a mixture of the character-traits belonging to his own and to the opposite sex; and he shows a combination of activity and passivity whether or not these last character-traits tally with his biological ones.

Juliett Mitchell (1974, p. 32) asks the question why, if masculine represented active and feminine represented passive, Freud did not use the words active and passive rather than continuing his male bias:

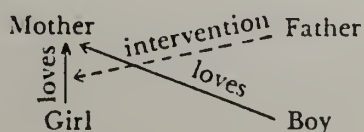
The two famous concepts of the castration complex (in men) and penis-envy (in women) are correlatives; they express an identical fear of (and necessity for) the feminine position. Hence, if Freud continued to use the terms 'masculine' and 'feminine' in instances where, by his own admission, activity and passivity would have done as well, it is because it was the uneven relationship between the two sexual possibilities, within a person as well as between persons, that he was trying to decipher.

Mitchell (1974, p. 34) goes on to show how the intervention of the Father in Freud's theory perpetuates the oppression of women, through the denial of the feminine in the patriarchal society:

If we see then the Oedipus complex not as it is popularly perceived, as a symmetrical structure, but as an asymmetrical situation, we can get to the heart of the problem here. Instead of:



we have both infants loving the mother and abandoning her at the intervention of the father:



The dual relationship of mother and child is broken into by the father, who prevents the incestuous desires of both his offspring for the mother, whom he alone is allowed to possess.

Karen Horney was one of the early psychoanalysts who disputed Freud's theory of the development of female psychology. She was inspired by the philosopher Georg Simmel (Horney, 1974, p. 172) who pointed out that the history of mankind has been developed through the male bias: ". . . the very standards by which mankind has estimated the values of male and female nature are 'not neutral, arising out of the differences of the sexes, but in themselves essentially masculine" Horney (1974) believed that the psychology of women had only been considered from the point of view of men. In developing her own theory of the psychology of women, Horney moved away from looking at the genital differences between the sexes as the principal concept and included the different parts played by men and women in the function of reproduction. In her therapy with men, her observations and experiences indicated that men envy pregnancy, childbirth, and motherhood. From this data Horney (1974, p. 179) postulated the following:

Is not the tremendous strength in men of the impulse for creative work in every field precisely due to their feelings of playing a relatively small part in the creating of living beings, which constantly impels them to an overcompensation of achievement?

If the envy of reproduction is worked out so well by men, what about the penis envy experienced by women? It is documented by data generated in therapy that women constantly return to their envy of men. Horney (1974) presents two possible explanations: (1) the envy of the woman is less than that of the man; or (2) women work off their envy less successfully. In explaining the first possibility Horney points out the basic tendency of men to depreciate women behind the conviction of feminine inferiority

as a powerful unconscious impulse. In explaining the second possibility, women often sublimate their envy through the cultural desire for a husband and a child. Horney also explored the idea that penis envy as a female child is a very natural occurrence because of the obvious differences in body formation; however, she disagrees that penis envy in its strictest form continues for the female. Rather, the experience of being constantly reminded of one's inferiority leads to a recurrence of her masculinity complex. Horney (1974, p. 184) quotes Simmel in this connection:

The greater importance attached to the male sociologically is probably due to his position of superior strength, and that historically the relation of the sexes may be crudely described as that of master and slave. Here, as always, it is one of the privileges of the master that he has not constantly to think that he is master, while the position of the slave is such that he can never forget it.

M. Esther Harding (1970, p. 84) quotes Jung on the psychology of men and women:

The discussion of the sexual problem is, however, only a somewhat crude prelude to a far deeper question, and that is the question of the psychological relationship between the sexes. In comparison with this the other pales into insignificance, and with it we enter the real domain of the woman. Woman's psychology is founded on the principle of Eros, the great binder and loosener, whereas from ancient times the ruling principle ascribed to man is Logos. The concept of Eros could be expressed in modern terms as psychic relatedness, and that of Logos as objective interest.

Emma Jung (1931) says that normally the principles of Eros and Logos are present to some degree in all human beings. The character of these figures is determined by: (1) latent sexual characteristics they represent; (2) the experience that individuals have with members of the other sex throughout their lives; and (3) by the collective image of women carried in the psyche of the individual man and vice versa. Although

these principles are present in all of us, the characteristics of the other sex often do not function because they are in conflict with one's outer adaptations to life and the ideal image that a person has established for him or herself.

deCastillejo (1973, p. 42) describes the life force that surges up in women as a tremendous power, but one that is often destructive in women:

The deeply buried feminine in us whose concern is the unbroken connection of all growing things is in passionate revolt against the stultifying, life-destroying, anonymous machine of the civilization we have built. She is consumed by an inner rage, which is buried in a layer of the unconscious often too deep for us to recognize. She becomes destructive of anything and everything, sometimes violently, but often by subtle passive obstruction.

Irene Claremont deCastillejo (1973), Emma Jung (1931), and M. Esther Harding (1970) all believe that women must develop their masculine side. M. Esther Harding (1970, p. 87) describes the need for women to develop the masculine side of their nature as follows:

If woman herself has not understood her own goal, is it any wonder that her aim has been misunderstood? A few discriminating men have encouraged her, because they have understood, perhaps better than she did herself, what her goal really was. Outstanding among such farsighted men was Jung. He has repeatedly reminded us that man and woman together make up humanity, that if woman remains in a state of primitive unconsciousness suitable to the days of medieval Europe, man alone cannot progress very far in the quest for greater consciousness. The woman's problem is her problem, yes? But it is also a problem which concerns humanity. If she does not solve her problem, mankind is held back to her level of unconsciousness.

deCastillejo (1973) describes the feminine attitude as one of acceptance, awareness of the unity of all life, and a readiness for relationships. She believes that the problem women encounter is one of not developing their masculine natures to the point where they can focus

their insights--give meaning and explanation to the vision which is blurred because it is so wide.

The subject of the creativity of women has also been discussed at length by Jungian psychologists. Harding (1970) differentiates between the creativity of men and that of women. Although it is imperative for women to bring up the masculine side of their natures, that they learn to love a thing, or an idea, Harding (1970, p. 81) believes that women will always care more about the application of the idea (how it affects human beings) than the idea itself: "If a woman is to create in a man's world, she needs not only to bring up into consciousness her masculine qualities, but also to experience deeply her feminine nature." Harding (1970, p. 90), goes on to say:

If women are to see their personal problems in true perspective, it is absolutely essential that they learn to take things impersonally while not losing touch with their own feeling. Otherwise they are hopelessly caught in the network of the personal and have to suffer, as though they were a personal fate or even a personal fault, things which really belong to the fate of a generation and are rightfully the burden of society.

Although most theorists referred to thus far believe that both men and women possess feminine and masculine components, in the patriarchal society in which we live, women are encouraged to develop feminine characteristics while men are encouraged to develop masculine characteristics. If masculine and feminine characteristics were equally rewarded and valued, sex role conditioning may not have been viewed in a problematic light. However, as Georg Simmel (Horney, 1967, p. 55) relates, our view of humanity in general has been defined according to a masculine perspective:

The requirements of art, patriotism, morality in general and social ideas in particular, correctness in practical judgment and objectivity in theoretical knowledge, the energy and the profundity of life --all these are categories which belong as it were in their form and their claims to humanity in general, but in their actual historical configuration they are masculine throughout. Supposing that we describe these things, viewed as absolute ideas, by the single word 'objective,' we then find that in the history of our race the equation objective = masculine is a valid one.

If one accepts that where women and men were once independent, the isolation and inferiority of women has grown from a societal structure rather than an inherent structure, it becomes important to understand the effect that society now has on women and the ways in which the socialization of women inhibits their full potential as human beings.

Margaret Mead has contributed greatly to our understanding of the function that socialization has in determining the roles that men and women perform in a particular society or culture. In her studies of primitive societies, Mead (1935) found that in the: (1) Arapesh society men and women both were feminine and maternal in personality and passively sexual because both were trained to be cooperative, unaggressive, responsive to the need of others; (2) Mundugumor society husband and wife were both violent, aggressive, and positively sexual; and (3) Techambuli society women were dominant, impersonal, and the managing partner, where the men were less responsible and emotionally dependent. Again, in parts of New Guinea, she found that men envied women in their feminine capacities. It is the men who spend their ceremonial lives pretending that they bear the children.

Bardwick (1971) shows that differences between the sexes have early genetic origins, but how people respond to these differences depends on the values of one's culture. The culture enhances these

differences by reward and punishment along specific sex lines. She states that women's aggression is often more subtle, and that the American girl rarely achieves an independent sense of self and self-esteem because that requires having many experiences in which one is responsible and not dependent on adult love and support.

The point that Bardwick makes concerning the dependence of women on others as well as their lack of experiences in which they learn to be responsible is borne out by studies with young children. In research conducted on young children between the grades of one and three, Crandall and Robsen (1960) and Crandall, Katkovsky, and Preston (1962), found that there was no discernible difference between young girls and young boys in their motivation to achieve. Although girls were more interested in intellectual pursuits over other activities, they were also more dependent on adult support and approval; whereas, boys relied more on their own internal motivation to achieve. The move away from achievement appears around puberty. In studies done by Dovan and Adelsen (1966) with girls ages 11-18, girls were found to be compliant, dependent upon authority, and progressing in all areas except achievement and moral autonomy. These studies concur with the evidence that women who pursue achievement are viewed as unfeminine. Eleanor Maccoby (1963) has suggested that the girl who is motivated to achieve is defying conventions of what girls should do; and, as a result, the intellectual woman pays a price in anxiety. Margaret Mead (1949) agrees, noting that intense intellectual striving can be viewed as competitively aggressive behavior.

The early experiences that the female has with her family can provide a base for achievement motivation. In her research on achievement

oriented women, Hennig (1973) found that the family experiences of childhood provided these women with such strong internalized feelings of self-esteem and positive feelings of achievement success in the direct instrumental world that they were less vulnerable to attacks on their femininity than they would have been from achievement failure. Again, Kundsins' (1973) report shows that women need parental support from both fathers and mothers in order to develop the confidence and self-esteem needed to prepare for a career.

Even though, given the support and encouragement of parents at an early age, women are capable of developing achievement motivation, most women today have not been encouraged in this endeavor. Bardwick (1971) points out that although masculinity always has to be earned and is always in a state of being earned, women today not only have problems in achieving femininity, but even in defining it. This problem is not eased but is rather multiplied because there are multiple routes to feminine success. Alternative roles represent a freedom of choice, but this freedom invokes again the burden of increased self-responsibility. Only those women who have developed an independent sense of self and positive self-esteem will be able to elect their roles and enjoy their freedom of choice. Friedan (1970, p. 304) believes that:

If woman's needs for identity, for self-esteem, for achievement, and finally for expression of her unique human individuality are not recognized by herself or others in our culture, she is forced to seek identity and self-esteem in the only channels open to her: the pursuit of sexual fulfillment, motherhood, and the possession of material things. And, chained to these pursuits, she is stunted at a lower level of living, blocked from the realization of her higher human needs.

So, for most women in our society, achievement motivation declines around puberty where women begin to prepare for their roles as wives and mothers. Matina Horner's (1969, p. 38) research on the effects of achievement motivation in women is significant to our understanding of the conflict women face in this area: "For women, then, the desire to achieve is often contaminated by what I call the motive to avoid success. I define it as the fear that success in competitive achievement situations will lead to negative consequences, such as unpopularity and loss of femininity." Hennig (1975, p. 89) provides a summary of Horner's findings:

. . . (1) that achievement motivation in women is a double-bind situation; (2) that, hence, achievement is a source of high anxiety for many women; (3) that some women develop a 'negative achievement motivation' or the motivation to avoid success or to stop it at a point of intolerable anxiety over conflict between achievement and femininity; (4) that even among women who did evidence achievement, they evidenced higher achievement when working alone, and not when in direct competition with males. Thus, in fact, because of previous points, women will often consciously or unconsciously reduce their achievement when working in competitive situations with men.

Kagan and Moss (1962) also found that the typical female has greater anxiety over aggressive and competitive behavior than the male. Women experience greater conflict over intellectual competition which in turn leads to inhibition of intense strivings for academic excellence.

A study done by the National Merit Scholarship Corporation (1964) noted that those women who attend colleges with a large number of male students, particularly ones stressing engineering and business, drop out in greater proportion than those at other kinds of institutions. A report by Dr. Elizabeth McGreer (1962) of the University of Illinois College of Medicine showed that 10 percent of the college's dropouts were

women although women constituted only 5 percent of the student body. Epstein (1970) indicates that as one climbs the ladder of American Higher Education, the proportion of all women steadily declines.

Tidball (1973) points out that even as we look at co-educational institutions of higher education, there is a significant decrease in achievement output on the part of women as compared with women in women's colleges. The assumption behind the greater achievement output in women's colleges is because women are provided with more role models.

Epstein (1970, p. 55) says:

The importance of role models and the deleterious effect of their absence on the motivation of young women has been stressed not only by educators interested in women's greater participation in professional careers, but also by many lay observers.

Tidball indicates that although the enrollment of women students has accelerated markedly during the last decade, the ratio of women faculty to women students has declined by 48 percent over the past 40 years in women's colleges and by 60 percent in the coeducational colleges.

I'm sure if we interviewed departments in institutions of higher education and asked them why they do not employ more women faculty, we would be told that there just aren't enough professional women seeking employment. The Spokeswoman (March 15, 1976, p. 1) confirms this belief:

Universities have consistently complained that their affirmative action efforts are frustrated by the small supply of qualified candidates, and the government now seem to agree.

However,

Statistics do not support universities' contention that the supply of qualified female academics falls far short of demand.

In The Spokeswoman (1976), Deborah Wolfe of the American Association of University Women says that majority women are readily available in almost any field of study. This raises another question in attempting to discover why women do not reach the higher levels of professional employment. I have already looked at the fear of success that women exhibit and the anxiety over competition, which can account for the reason that most women do not even make it to the first stages of a professional career. However, even in the helping professions where women are more accepted and routed, Matina Horner and Mary Walsh (1974, p. 139) find:

Educated women still tend to cluster at the bottom ranges of the ladder in the so called helping professions, despite the wide range of skills and capabilities that they possess. We have fostered an image of femininity that emphasizes tenderness and compassion at the expense of other valuable talents and emotions.

Given that there are fewer numbers of women who reach professional levels (and even when they do they remain at the lower levels of the professional ladder), it is important to look at some of the other stumbling blocks that face women who even attempt to gain access to the professions.

As women move through the educational system to institutions of higher learning and to professions, they are leaving behind a childhood dominated or peopled by members of their own sex to a foreign grown up world dominated by members of the opposite sex. Epstein (1970) points out the conflict that faces the potential career woman. She says that the core of attributes found in most professional and occupational roles is considered to be masculine, and since female and professional role-configurations are painted by this society as mutually exclusive rather

than overlapping, most American women feel they must choose between them. As Chesler (1972, p. 276) points out, women who choose to pursue a career often find that in this,

Psychologically and politically male society, one woman's token or temporary 'success' is usually purchased at another woman's expense. On a personal level, the extraordinary demands placed on the 'successful' woman either keep her from being a biological mother or make her allegiance to individual men (as husbands, sons, employees, or colleagues) nearly as necessary as her isolation from other women.

So it seems that women are pitted against each other in their fight to gain acceptance and access to the male-dominated profession. It is not difficult to understand the pattern of self-hatred or group disparagement that exists among women professionals, since the characteristics and values that they may have come with are not recognized in the male success orientation. Therefore, women fight women on the basis of their own likeness to their male counterparts rather than supporting each other in their need to be accepted for themselves. It is unfortunate that women do not support each other, but Epstein (1970) says that psychological studies still suggest that both men and women tend to attach less importance to information from a female colleague--they have still not gained acceptance.

In a discussion of the role of women managers across the country published in Modern Office Procedures (February 1978), women were seen as much more competitive among themselves, and they were motivated by accomplishments, whereas men are more motivated by position. However, two further studies indicate that women have more favorable attitudes toward other women in organizations than men have towards women. Badawy (1978), in a study of the roles and managerial styles of women managers in three

organizations, found that company attitudes and attitudes of male associates appear to present greater obstacles to female managers' advancement in the organization than the attitudes of other women. Terborg (1977) found that women with formal education tend to have the most favorable attitudes toward women as managers.

Another block facing professional women is the block to further training which is necessary if the professional is to operate at the highest levels. Kundsinn (1973) points out that further training in professions has been an accepted mode for male advancement in professions. The sponsor-protege or master-apprentice relationship has often been an accepted male form for advancement and further training. For women, the first problem becomes one of the professional man (sponsor or master) being unable to identify a woman (as he might a male assistant) as someone who will eventually be his successor. So even though a professional man may not object to a female assistant and might even prefer her, he does not choose her because of the successor identification problem. The second problem that women encounter, as Berry (1977) indicates, is that even though studies have revealed that most women need a male mentor, often suspicions arise that an arrangement exists and hanky-panky is involved. Berry (1977) suggests that there needs to be a program involving the company as a whole in supporting a mentor program. In Marketing News (February 25, 1977) Ann Hyde concurs saying that women executives should find mentors in the executive ranks without becoming tied too closely with them. Epstein (1970) says that the time invested in training becomes important because it leads to further personal investment on the trainee's part. Lotte Bailyn (1973) stresses the point

by saying that the higher the professional qualifications of women, the more likely she is to be working, which belies the contention that professional training is wasted on women because they do not use it.

So, the socialization of women presents many blocks for women in their attempt to become fully functioning individuals: (1) fear of success; (2) anxiety over competition and aggression; (3) lack of importance placed on women by both men and women; and (4) inability of men to identify women as potential successors and trainee material.

Up to this point, the subject of the way in which women have been socialized has been looked at primarily from the point of view of being detrimental to the ability of women to become fully functioning and contributing members of our society. It is my contention that the socialization of women has contributed positively to the development of their values--values that are sorely needed in our society. The Jungian view of the development of values or attitudes developed by men and women has been expressed by Emma Jung (1931) as due in large part to the collective image or consciousness carried in the psyche of individuals. This appears to support my contention in so far that the collective image can be developed as a result of the long period of time in which men and women have been socialized into different attitudes, characteristics, expectations, etc.

The problem really arises in using the term value. In looking at one of the more current definitions of a value posed by Raths, Harmin, and Simon (1966), a value is something you: prize and cherish; have chosen freely; publicly affirm; have chosen from alternatives; have chosen after consideration of consequences; act on; and act on with a

pattern, consistency, and repetition. Although I believe that women have values that they act on with a pattern, consistency and repetition, I do not believe that women have truly identified their behavior, attitudes, feelings, beliefs and opinions as values in the true sense of the definition. However, I do strongly believe that when women begin to look at their value indicators and their behavior, they will define and own their values according to the definition presented here.

Slater and Horney each respectively look at possible sources of masculine and feminine attitudes. Slater (1974) says that little boys must divide themselves--must somehow relinquish their dependent attachment to the mother while at the same time retaining her as an object of oedipal fantasy. He views this as possibly the beginning of the masculine tendency to compartmentalize sexuality--to divest it of loving and affectionate meaning. This compartmentalizing of feelings--allowing one feeling expression while blocking others normally associated with it, contributes to man's ability to exclude feelings from direct consideration in task activities and hence to their tendency to create machine-like and inhuman environments. Horney (1967) views the subjectivity of women as possibly the result of a girl's inability to exhibit her genital organs. Because she cannot objectify her genital organs, as a male child can, her exhibitionistic tendencies take the form of displaying her whole body--leading to a more subjective approach to herself and the world around her. McClelland's (1965) studies of women suggest that women pay more attention to what goes on around them and modify their behavior accordingly. They care more about relationships, and are more interdependent.

McClelland (1965) defines the male style as one of a preference for the simple, the closed, and the direct; while, the female style is a preference for the complex, the open, and the undefined. deCastellejo (1973) has a similar definition of masculine and feminine attitudes. She describes the masculine attitude as focused consciousness (focus, division, and change), and the feminine attitude as diffuse awareness (acceptance, awareness of the unity of life, readiness for relationship). deCastellejo believes that each person has varying degrees of focused consciousness and diffuse awareness, but for the most part our culture encourages women to develop their diffuse awareness while men develop focused consciousness. She sees problems with each of these attitudes, and it is her belief that women must learn to focus their insights which have always been dependent on a vision which is blurred because it is so wide. On the other hand, men must learn to listen and to read between the lines--it is no use taking words at face value and proving that they make no sense.

Although women, for the most part, communicate through their diffuse awareness, it is interesting to note the way in which Cheslter (1972, p. 268) views the ability of women to communicate with one another:

Two women talking often seem to be reciting monologues at each other, neither really listening to (or 'judging') what the other is saying. Two personal confessions, two sets of feelings, seem to be paralleling one another, rather 'mindlessly,' and without 'going anywhere.' In fact, what the women are doing--or where they are 'going'--is toward some kind of emotional resolution and comfort. Each woman comments upon the other's feelings by reflecting them in a very sensitive matching process. The two women share their feelings by alternating the retelling of the entire experience in which their feelings are embedded and from which they cannot be abstracted or 'summarized.' On its most ordinary level, it affords women a

measure of emotional reality and a kind of comfort they cannot find in men. On its highest level, it constitutes the basic tools of art and psychic awareness.

Although the following study relates to the ways in which college women relate to the subject of accomplishments and achievements, I believe that there are important value statements underlying their responses. Lipinski asked college women in 1966, "What kinds of things have you done in your life which you think of as accomplishments and achievements?" She found that the standard masculine categories of intellectual, athletic, mechanical, and artistic endeavors were insufficient. Her subjects added success in achieving certain kinds of relationships with family and friends, coping with problems, achieving maturity and independence, arriving at a personally acceptable philosophy of life, and serving on executive positions in social clubs and organizations. Lipinski believes that definitions of achievement and measures of achievement always derive from academic-vocational-masculine modes, but that this is not the only model which is relevant for women. At different times in their lives, the masculine model and the feminine internal-interpersonal model will be salient for women, while only one model will be acceptable for men.

Slater (1974) believes that Western culture is founded on the oppression of women and of the values associated with them: wholeness, continuity, communion, humanism, feelings, the body, connectedness, and harmony. In looking at the virtues of courage, perseverance, and personal achievement held by this culture, Slater sees these virtues as disconnectors. He believes that they rip the individual or group out of the social and ecological fabric in which they are embedded and sets

them on autonomous linear courses. They all express the same arrogant assumption about the importance of the single individual in society and the importance of humanity in the universe. Slater (1974, p. 131) says that it is women who have best retained the primeval sense of balance and who are best capable of combining an orientation toward love and pleasure with the optimal performance of necessary maintenance functions:

Women are in a position to bring to any activity a wholeness of which men are largely incapable, since the imposing specializations of men are achieved by severe emotional warping.

Women: Leadership and Training

The review of the literature on women and leadership will examine leader performance, leadership styles, and some attributes of female leadership. This review will be followed by a survey of the leadership training programs in existence for women, and suggestions for further training programs for women in positions of leadership.

The following three studies explore the ways in which both men and women perceive women in positions of leadership and responsibility. The effects of sex-role stereotyping in these studies suggests the importance of preparing women to both understand the attitudes that they will encounter on the part of men and women in the world of work and to also help women to gain confidence in their own abilities as leaders.

Virginia Schein (1977) began research in 1970 in which she asked male and female managers to assign adjectives to women in general, men in general, or successful middle managers. The profiles for "male" and for "manager" were extremely similar according to the judgments of male respondents. Although women managers marked several items as equally

characteristic of men and women, this happened to a small extent. The conclusions of this study indicate that of two applicants equally fulfilling the requirements for a position, the man has the edge. Schein (1977) concludes that besides being discriminatory, this kind of thinking has a tendency to force women into fitting the masculine model, or else of excluding themselves because they do not wish to do so.

In a survey of the total sales staffs of two national pharmaceutical companies and one national hospital, Swan (1978) found that male and female respondents indicated that: female pharmaceutical salespersons are less satisfied with their jobs than males; male pharmaceutical salespersons are higher in job-related self-confidence than females; and males and females view the firm's management control system differently and will place different importance on different rewards. Swan (1978) concluded that sales managers do need to take account of certain differences between the newer female employees and the traditional male workforce, and that sales managers of women must especially address women's low self-confidence.

In a third study of the perceptions of women in sales, Robertson and Hackett (1977) concluded from responses from male and female sales persons and sales managers that the male salespersons picture the saleswomen as possessing poorer sales techniques, having less career orientation, being less open-minded, more emotional, and less self-confident than the female salesperson sees the male salesperson. Additionally, male sales managers viewed salesmen as more assertive, imaginative, given to use of good sales techniques, less emotional, and more open-minded and intelligent than did salesmen or women. They also viewed saleswomen as

more reserved, humble, apprehensive, imaginative, home-oriented, and somewhat less competent than did the sales men and women.

Several studies of women in leadership positions suggest that there is very little difference between male and female leader behavior.

Day and Stogdill (1972) studied the leader behavior of male and female civilian supervisors on United States Air Force bases. They found that subordinates perceived both sexes as equally effective and similar in patterns of leader behavior. It appeared that the rate of advancement was slower for females, not for lack of leader behaviors or effectiveness but because of their sex. Reif, Newstrom, and Monczka (1975) reviewed the research on women in management and found that male and female managers are more similar than dissimilar in their perceptions of the corporate atmosphere. They concluded that women managers are not different from men managers. In their study of female and male managers, Osborn and Vicars (1976) found that female and male managers do not behave differently toward subordinates, and that female managers do not have a different effect on their subordinates from male managers on their subordinates. Again, Badawy (1978) studied the roles and managerial styles of women managers in three organizations and found only minor differences in male-female managerial potential.

Several other studies indicate that there are indeed differences between male and female leadership behavior. The most significant difference indicated is that women in positions of leadership have a greater concern for relationships among people than do men.

In a study of directors of county-level social service organizations, Petty and Miles (1976) found that although both male and female

subordinates were more satisfied with male, as opposed to female, leaders who initiated structure, their satisfaction with leader consideration was more positively related to female, rather than male. In a comparison of black male, white female, and white male managers using reports obtained from subordinate supervisors in a retail organization, Adams (1978) reported no effects on satisfaction or job problems were found related to managers. However, black male and white female managers were perceived as exhibiting more consideration behavior than white males. Denmark's (1976) review of research found that the major difference between male and female managers is one that should be considered advantageous for women: women in leadership positions have a greater concern for relationships among people than do men. Bartol (1974) studied the effects of dominance in female or male leaders on the satisfaction of subordinates. She found that all male follower groups were significantly more satisfied with a high need for dominance female leaders with regard to their satisfaction with team interaction. However, for those some male member groups, satisfaction with task structure was higher with high dominant men leaders. Women followers in mixed-member groups with high dominant male leaders had low satisfaction scores.

The following studies suggest further differences between male and female leaders. Chapman and Luthans (1975) reviewed the research and found no differences between male and female leadership styles. However, they did find that the behavior of women leaders was different in that women were more accommodating. Wexley and Hunt (1974) examined leaders in four conditions: males supervising males or females, females

supervising males or females. With limitations several conclusions were drawn: (1) many similarities existed in the performance of male and female leaders; (2) female leaders released more tension, agreed more often, asked for more suggestions; (3) male subordinates felt uncomfortable under a female supervisor, but they worked harder, and (4) behavior of leaders did not change with the sex of subordinates.

Several profiles of corporate women have been offered. Business Week (June 5, 1978), indicates that while top corporate women tend to be a varied lot, they do generally exhibit certain characteristics. They found that these women are competitive and hardworking by their own descriptions rather than aggressive, they tend to switch jobs less than their male counterparts, and few of them planned out their careers. Modern Office Procedures (February 1978) suggests that the motivational psychological profile of the woman executive is different from that of a man. They say that women are much more competitive among themselves, and that they are motivated by accomplishments, whereas men are more motivated by position.

It is evident that the review of the literature on women and leadership is conflicting. While some studies report that there is no basic difference between men and women in their styles and performance of leadership functions, other studies suggest that women do pay more attention to relationships in their leadership behavior. Throughout all of these studies, however, it becomes apparent that women are capable of leadership and do progress to higher level positions of leadership. Another conclusion that can be drawn from this review of the literature is that women must be aware of the stereotyping that exists toward them by both

men and women. Since there are so few women in positions of leadership to provide other women with role-models, it is important for women to begin to believe in themselves and their own abilities as leaders in order to overcome the stereotyping that still pervades our society.

In developing a training program for women leaders, it is important to take into account the variety of training programs that are now in existence and also the areas that experienced women believe to be important for training.

Kaye and Scheele (1975) surveyed sixty programs to prepare women for leadership in business and education. They identified two distinct types of skill training. The first area focuses on life-planning skills which include teaching women skills that enable them to take charge of their own lives, training in negotiating one's importance, solving problems creatively, and establishing personal goals. The second area of training focuses on technical and managerial skills which include specific management or organizational competencies in such fields as public relations, managing finances, writing proposals, and conducting meetings. Pilla (1977) reports on a training program developed by Prudential Insurance Company that stresses five major areas. First, socialization is discussed, and women look at the norms they have followed and how their compliance affects their present behavior. Once women know where they have come from and how socialization has affected them they are in a better position to shape their futures. The next segment concerns personal skill building. In this section women learn through a series of behavioral exercises that skills are necessary to be an effective manager. They learn to distinguish nonassertive and aggressive behavior from

assertive behavior. The next area concerns problem-solving, decision making, managing conflict, and understanding one's scope of authority in a managerial position. The final segment of the course deals with life and career planning and developing support systems.

Some women managers have elected to develop their own training programs. Goldstein and Sorensen (1977) report that five female middle-managers of a major corporation, acting independently, contracted for a series of twelve behavior science-oriented meetings. In them, they confronted their problems of being females in management, and they learned about power and authority, the workings of political systems, styles of communications, and how they could confidently use their special strengths in the world of work.

In an interview, McCloy (1976) asked six female executives which ingredients were necessary for women wishing to excel in business. Their responses were: knowledge of the field; a total sense of commitment; self-confidence; continued professional development; a high energy level; courage; enjoyment in working; a sense of humor; and the ability to manipulate the mentor system that has so successfully worked for men.

Rosabeth Moss Kanter (in Harris, 1975, p. 27) suggests:

While men may need help learning about relationships and emotional expression, women need help learning just the opposite: the experience of power, task orientation, intellectualizing, behaving 'im-personally' and addressing large groups, invulnerability to feedback and other new experiences in interpersonal behavior for many women.

Harris (1975, p. 27) concludes that "given an identification of need differences between men and women, it would appear more obvious to design programs to help women work toward self-actualization."

Theories and Concepts Used in the Development of the Training Program

Section Three of the review of the literature will summarize the theories, concepts and approaches that will be the base for developing the training program for women involved in this study.

Paulo Friere's work in developing stages of consciousness in the oppressed is of extreme importance in helping women to face their fear of success and to begin to gain the ability to be self-actualizing individuals in our society. Friere (1973, p. 18) describes the critically transitive consciousness as characterized by:

. . . depth in the interpretation of problems; by the substitution of causal principles for magical explanations; by the testing of one's findings and by openness to revision; by the attempt to avoid distortion when perceiving problems and to avoid preconceived notions when analyzing them; by refusing to transfer responsibility; by rejecting passive positions; by soundness of argumentation; by the practice of dialogue rather than polemics; by receptivity to the new for reasons beyond mere novelty and by the good sense not to reject the old just because it is old; by accepting what is valid in both old and new.

William Smith (1975, p. 31) perceives the critically conscious individual as one who:

. . . perceives the 'system' as in need of transformation. No mere patching of the relationship between oppressor and oppressed will change the basic reality that the system, a coercive set of norms which govern both oppressed and oppressor, is the cause of oppression. The process of transformation begins with a rejection, a casting out of the oppressor's ideology and leads to an increased sense of self-worth and peer power. Thought is scientific and extends beyond the immediate examples of oppression to the macro-socio-economic sphere where events are placed in a global context. The critical individual begins a process of seeking new role-models, relying on self and community resources, boldness, risk-taking and independence of the oppressor. This new approach to problem-solving, an approach in which dialogue with peers replaces polemics, allows the oppressed individual to formulate actions from which true liberation, true transformation can result.

So part of the progression for women in gaining their own critical consciousness and paving a road to self-actualization will be to name their reality as they see it, and then to outline courses of action for each individual woman, which will include Friere's ability to decide upon what of the old to keep and what new behavior to develop. In describing the process of consciousness raising that women have been involved with over the past several years, Bunch-Weeks (1970, p. 192) is also describing a method of naming reality:

Consciousness raising is not simply awakening to one's conditions. It must also be the process of finding the courage and confidence to move. Central to this process, then, is the development of a positive self-image for ourselves as women . . . groups can encourage each woman to develop a fuller sense of herself, helping her to take the time and energy to pursue her own identity and interests, and pushing her to develop previously thwarted talents and abilities. Through sharing and working together . . . women begin to see each other not as competitors or inferior companions but as sisters in a common struggle who can and must be loved and trusted.

My own involvement in women's groups over the past four years has helped me to name my own reality, to gain strength, to believe in my own values, and has given me the courage to go beyond myself and develop abilities I previously thought were beyond my human right or ability. The effect of women working together, discovering together, supporting, encouraging, and developing is one of the key concepts to beginning to take the space we need for ourselves--to begin to develop new models of leadership and success in our society.

Assertiveness training is a very important method of helping women to name their reality and to begin to incorporate their values into positive and effective behavior. Jakubowski-Spector discusses assertive behavior:

Assertive behavior is that type of interpersonal behavior in which a person stands up for her legitimate rights in such a way that the rights of others are not violated. Assertive behavior is an honest, direct and appropriate expression of one's feelings, beliefs and opinions. It communicates respect (not deference) for the other person, although not necessarily for that person's behavior.

Through the process of Assertiveness Training women begin to look at the reasons why they are non-assertive--they begin to name their own reality. If they are not already aware, women begin to realize (through the process of sharing with one another), the many ways in which society has dictated their own development of behavior and guilt. As women consider the many traps and restrictions that have been placed on their behavior, they also begin to practice ways in which they can become more assertive. The components of an assertive response are key in helping women to develop capacities that they had previously blocked. The elements of an assertive response are: (1) a clear statement of one's feelings; (2) empathy (where appropriate) for the other person's position or feelings; (3) a goal statement--statement of what one wants from this particular situation or person; and (4) a suggested compromise (where appropriate). These elements are extremely important, for even though women are said to express their feelings openly, often their feelings are not clearly communicated. This process helps women to begin to focus on the exact feeling that is relevant to them in a given situation. Also, the component of a goal statement helps women to begin to define more clearly what it is that they want from a given situation. It is a way to help women to begin to take responsibility for themselves and to communicate this responsibility openly and clearly to others.

The theories posed by Friere and the discussion of assertiveness training lead to a further look at the meaning of leadership for women. What kinds of leadership styles would women develop if they had enough self-confidence and support to believe in themselves in leadership roles and if they based their leadership styles on values they believe to hold true for themselves and their interactions with other human beings? If one agrees with the studies that now conclude that the really creative individual combines masculine and feminine personality qualities, and that the creative person resists pressure to be limited and conform to the sex-role stereotype (Bardwick, 1971), then women must look to their values and begin to define styles of leadership that take from both the masculine and the feminine qualities that remain consistent with their values for persons in such roles of leadership. The reason that I form the relationship between leadership styles and values is because I do not believe that leadership in any field (business, education, politics, government, etc.) should be assumed without first deciding upon one's values in regard to the relationship of task accomplishment (or productivity) to the basic worth, respect and growth of individuals who are expected to accomplish any given task.

Another area of concern for women is the use and abuse of power as it relates to leadership. Power can be viewed in its neutral sense of having the ability to act--the capability of doing or accomplishing something. However, as power is associated with position (or leadership) it is often used against people, over people, rather than shared with people. As women attain positions of leadership, they will face the temptation to use power negatively--control of others, fortifying and protecting their

own positions, etc. However, if women base their leadership styles on their values and remain in touch with themselves, I believe they will view power in the positive sense. Slater (1974) defines positive power as the ability to influence others, to arouse love and respect, and to get one's needs met without pressure and in a socially naked and unadorned state, devoid of status positions or other weaponry.

The literature and research surrounding leadership is extremely important in breaking down some of the myths of leadership (e.g., leaders are born not made, one must possess certain traits in order to be a leader, one leadership style is appropriate in every situation, etc.). As women learn more about functional and situational leadership, they will be able to gain more confidence in their own abilities as well as to begin to assess areas in which they want to gain skills in order to fully develop their own unique contributions to leadership.

Research in the area of leadership originally focused on identifying the physical, intellectual or personality traits of a "leader." Cartwright and Zander (1953) indicate in their review of the literature and research that,

On the whole, investigators in this field are coming to the conclusion that while certain minimal abilities are required of all leaders, these are also widely distributed among nonleaders as well. Furthermore, the traits of the leader which are necessary and effective in one group or situation may be quite different from those of another leader in a different setting.

In studying leadership patterns of navy enlisted men on ships during wartime, Burke (1943) found that three different patterns of leadership emerged depending on the situation. However, during the period of rest and boredom between battles, it was the jokesters and entertainers who

seemed to occupy major leadership roles. Finally, when the ships were returning to port the men with previous shore contacts emerged as leaders (Eddy, Burke, Deupre, South, 1969).

Irving Knickerbocker (1948) espouses his concept of leadership in terms of the leader being a product of his functional relationship to specific situations. The functional approach to leadership considers both the individual and the situation in which leadership occurs.

This approach assumes that group members (and leaders) are continually faced with two interrelated tasks. The first is that groups must find ways to deal with problems associated with attainment of agreed-upon goals, i.e., resolve task problems. Secondly, group members must find ways to improve and strengthen the group itself, i.e., resolve internal maintenance problems, to achieve its goals.

Some member or leader functions that appear to be effective in moving groups toward resolving their task problems are: asking for clarification of issues at hand, summarizing the contributions of others, proposing new ideas and courses of action, giving and receiving information, coordinating the ideas and suggestions made by others, etc. Functions that appear to help in resolving internal problems and the maintenance of the group include: giving minority views a chance to be heard, mediating and harmonizing conflict within the group, maintaining open channels of communication, ventilating feelings for the group, etc. (Benne and Sheats, 1948; Bales, 1950). In looking at the functions that members (or leaders) perform, research moved away from innate traits that a leader or all leaders may possess. However, it is important to remember in discussing functions of leadership that although they are relatively independent, they are not necessarily incompatible. Any given behavior in a group may have significance for both goal achievement and for maintenance.

Both may be served simultaneously by the action of a member, or one may be served at the expense of the other. Thus, a member who helps a group to work cooperatively on a difficult problem may quite inadvertently also help it to develop solidarity. In another group, however, an eager member may spur the group on in such a way that frictions develop among members, and even though the goal is achieved efficiently, the continued existence of the group is seriously endangered.

Two studies that identify the functions of task and maintenance as outstanding leader behaviors are: (1) Halpin's (1954) study of leadership behavior and combat performance of airplane commanders, where he found a correlation of .45 between consideration (behavior indicative of mutual trust, respect, certain warmth between leader and members) and initiating structure (organization and definition by leader of role and expectations of members); and (2) Stogdill and Coons (1957) description of leader behaviors, where they identified consideration and initiating structure as the outstanding leader behaviors. Although there have been some successes in identifying leader functions on the dimensions of initiating structure and consideration, A. K. Korman (1966) points out through his studies that these dimensions have no significant predictive value in terms of effectiveness. Again, this research suggests that one must consider the situation in which the functions or styles of leadership are performed. Fred Fiedler (1967), in testing his contingency model of leadership in over fifty studies concluded that both directive (task oriented leaders) and non-directive (human relations oriented leaders) are successful under some conditions.

Since so much of the research leans toward the situational approach to leadership, it is important to review a few of the studies that have attempted to define situations as they relate to leader effectiveness.

Fielder (1967, p. 65) showed that group productivity could not be consistently related to leader attitudes and behavior without taking into account the total group task situation. Schutz (1955) in his study of small groups engaged in problem solving, indicated that personal compatibility had an increasing effect on group productivity as the amount of cooperation required by the group task increased. Studies by Shyte (1948), Trist and Bamforth (1951), and Rice (1958) have shown that task variables determine group productivity and morale and that changes in the task structure may have to be introduced by management if both organizational and personal objectives are to be met satisfactorily.

Up to this point in the author's review of the literature, there have been certain findings: (1) leadership functions have been identified on a task-maintenance or structure-relationship continuum; (2) in order for a leader to determine the functions, behaviors, or style that he/she should perform, she must take various situational factors under consideration. At this point, the author would like to go on to look at a few specific studies that indicate the relationship between leader behavior or style and functions to productivity and member morale.

White and Lippitt (1956), investigated the effects of three different styles of leadership, which these workers designated as Democratic, Autocratic, and Laissez-Faire, on productivity and member morale. The results of this investigation show clearly that the behavior of group members differed markedly under the different patterns of leadership. The following was found in this study:

Democratic leadership resulted in greater productivity (measured by the amount of work done) than did Laissez-Faire leadership. On the other hand, Autocratic leadership led to greater productivity than

did Democratic leadership. However, the quality of work was consistently better in the Democratic than Autocratic groups.

There was more direct and indirect discontent expressed in the Autocratic groups than in Democratic ones. When the Autocratic leaders were absent, their groups collapsed. In Democratic groups, there was only a slight drop in work involvement during 'leader-out' periods.

Members of the Democratic groups expressed greater cohesiveness and satisfaction with their group experience than did either the Autocratic or Laissez-Faire group members. In this respect, the Autocratic groups were characterized by two patterns of member behavior: either the greatest amount of hostility, aggressiveness, and scapegoating among members or the greatest apathy.

Democratic groups showed the least absenteeism and dropouts while autocratic groups evidenced the most absenteeism and terminations.

Group members evidenced more submissive and dependent behavior in the Autocratic groups than in the other two and showed unsurprisingly less 'talking back' to leaders.

Likert and Kahn (1956) reported a study that attempted to evaluate the effects of: (1) tighter controls and direction; and (2) greater employee autonomy and participation as alternative ways to achieve high productivity and employee satisfaction in the same organization. In both of the approaches, productivity was increased between 15-20 percent. However, employee morale went down in units with tighter controls and went up in units where autonomy was instituted. Halpin (1956) reported in his review of the research on leadership that

Changes in the attitudes of group members toward each other, and group characteristics such as harmony, intimacy, and procedural clarity, are significantly associated with the leadership style of the leader. High Initiating Structure combined with High Consideration is associated with favorable group attitudes and with favorable changes in group attitude.

Hersey and Blanchard (1969) have developed a theory of leadership called the Life Cycle Theory of Leadership. Their theory expands the use of concepts of initiating structure and consideration as they relate to

the situation to include consideration of the maturity level of the group members in any given situation:

According to Life Cycle Theory, as the level of maturity of one's followers continues to increase, appropriate leader behavior not only requires less and less structure (task) while increasing consideration but should eventually entail decreases in socioemotional support (relationships). This cycle can be illustrated in the four quadrants of the basic styles portion of the 3-D Leader Effectiveness Model . . . as shown below

The research on leadership has significance for a training program for women in the following ways:

1. Certain functions on a task and maintenance level have been identified as important leadership functions. In this respect, it is important for women to develop the ability to perform both task and maintenance functions of leadership

2. Leadership is situational depending on the maturity of the group members in relationship to the task. For women this indicates a need to develop skills in diagnosing member maturity and interaction in order to provide a leadership style that will most enhance member satisfaction and task accomplishment. This also points out the need for women to understand their own leadership styles

This review of the literature has highlighted many of the strengths and drawbacks that women may experience in their pursuit of leadership. Some of the studies cited indicate that women are more capable of paying attention to relationships in a work group situation, which lead to member satisfaction. And, many psychologists believe that women possess a value orientation that can contribute significantly to our society. The drawbacks related to the development of women as leaders are in the areas of overcoming their motive to avoid success, the development of their task skills in leadership, and the realization of their full potential as human beings. The training program developed for this study will take all of these issues into consideration, with the strong emphasis on the belief that women leaders are capable of developing leadership styles that will contribute to our society.

CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study, including the description of the study, the subjects, the project, the hypotheses and questions under study, and the project evaluation. Also included are the guidelines used in the development of the design, the outline of the design objectives, a summary of the training design, and the planning and implementation of the project design.

Description of the Study

The study was designed to test the effects of a training program for women leaders. The training program was designed to promote women leaders' ability to define, develop and gain confidence in their own leadership styles and abilities, and to broaden their view of leadership to include a concept of women as leaders. The study was conducted with women Heads of Residence and Central Staff. It involved the measurement of their motive to avoid success, their clarification of values in regard to leadership, their ability to perform task and maintenance functions of leadership, their self-confidence in the performance of task and maintenance functions of leadership, and an assessment of their styles of leadership.

Subjects

The participants in this training program were seven women staff members of the Residence Hall system of the University of Massachusetts.

Six of these women were Heads of Residence out of a population of twenty-six women Heads of Residence and a total population of fifty-three Heads of Residence. One woman was the only woman staff member on the Central Staff of the Residence Hall system out of a total population of eight Central Staff. These women ranked in age from twenty-three years old to thirty-eight years old. The training program was advertised through a letter that was sent to all women Heads of Residence and Central Staff at the University of Massachusetts. The women in the training program volunteered for the program after reading the objectives of the program and filling out a questionnaire (see Appendix 1). The control group consisted of six women Heads of Residence from the University of Massachusetts and one Central Staff member from Hampshire College who were not enrolled in the training program and who volunteered to participate in the control group.

Project

The training program was offered as a staff development option for women Heads of Residence and Central Staff members at the University of Massachusetts, during the time period from October 29, 1976 through December 10, 1976. The training sessions were comprised of two full-day Friday sessions, two half-day Friday sessions, and five half-day Wednesday sessions, for a total of forty hours of training. Those women who needed academic credit arranged to have independent study contracts with the instructor.

Hypotheses

1. There will be no significant differences between the experimental and control group on their motive to avoid success.
2. There will be no significant differences between the experimental and control group on their perceptions of their ability to perform task functions of leadership.
3. There will be no significant differences between the experimental and control group on their perceptions of their ability to perform maintenance functions of leadership.
 - a. Sub-Hypothesis: There will be no significant difference in either the experimental group or the control group in their perception of their ability to perform more maintenance functions of leadership than task functions of leadership.
4. There will be no significant difference between the experimental and the control group in their self-confidence to perform task functions of leadership.
5. There will be no significant difference between the experimental and the control group in their self-confidence to perform maintenance functions of leadership.

Questions Under Study

Although the following questions will not be analyzed for significant results, the data collected will be displayed and analyzed for its value in this study and in further research in the areas of clarification of values in regard to leadership and leadership styles.

1. Will women in the training program be able to clarify their values in regard to leadership?
2. Will women in the training program be able to clarify their styles of leadership?

Project Evaluation

A pre and post test control group design was used to evaluate the effectiveness of the training program. All of the instruments were administered to the experimental group on the first and last days of the training program. The instruments were administered to the control group during the week of the first and last training sessions. The data for the hypotheses was analyzed using a one-way analysis of variance followed by t tests. The data collected to assess the clarification of values will be displayed by frequency distributions of the pre and post testing of the Instrumental and Terminal Value Survey and subjective data from a values clarification exercise used in the training program. The data on the clarification of leadership styles will be displayed in tables of the pre and post test results of the Leader Effectiveness and Adaptability Description.

Instrumentation

Instruments were developed to measure the experimental and control group on their motive to avoid success, perception of their ability to perform task and maintenance functions of leadership, preferred values and an assessment of their leadership styles. The following paragraphs describe the instruments used in this research.

Motive to Avoid Success--Verbal Leads

Verbal leads rather than pictures were used to elicit imaginative stories for the measurement of the motive to avoid success. Verbal leads have been used successfully in previous work by Winterbottom (see Atkinson (ed.) 1958, C. 33), Lowell (McClelland et al., 1953, p. 168), French (1955), Atkinson and Litwin (1960), and Horner (1968).

The following verbal leads were composed by the researcher to intentionally focus upon possible conflict involving a motive to avoid success:

1. Linda has just been elected chairperson of the academic affairs committee at a large university
2. Iris and Jack are co-teaching an undergraduate class in psychology
3. Carol is going back to school to get her doctorate
4. Judy and Tom, the man she has been living with for three years, are both applying for high level positions in student affairs at the same university

According to the Scoring Manual for an Empirically Derived Scoring System for Motive to Avoid Success (Horner, Tresemer, Berens, Watson, Jr., 1973), three or four stories are required for determining a subject's total score on motive to avoid success.

The assessment of the achievement motive was carried out under standard neutral conditions as described by McClelland et al. (1953, p. 101) except that verbal leads were substituted for pictures.

The subjects were instructed to read the instructions printed on the top page (Appendix 1) to themselves as the experimenter read them aloud.

Each verbal lead was printed slightly above the middle of a single page in the booklet, and following each page with a verbal lead was one for writing the story to that particular cue (Appendix 1). The pages for the stories were identical to those used for picture cues (Atkinson, 1958, p. 837). The subjects were told that there would be a four-minute time limit placed on responding to each lead. At the end of four minutes, subjects were asked to finish their last sentence.

The stories were coded according to the scoring system devised in the Scoring Manual for an Empirically Derived Scoring System for Motive to Avoid Success (Horner, Tresemer, Berens, Watson, Jr., 1973). The researcher scored all stories for motive to avoid success, amounting to a total of 112 stories. Two raters were used as a reliability check in scoring five stories out of a total of twenty-eight stories for each lead--amounting to a total of twenty stories. The reliability scores that were reached on the twenty-eight stories scored by the two raters and myself were as follows: Lead #1-80%; Lead #2-60%, Lead #3-80%, Lead #4-60%. The lower reliability scores on Leads #2 and #4 may be due to the use of two persons in the verbal lead (e.g., Iris and Jack, Judy and Tom).

A method of continuous scoring was used in which each category was summed across stories with the final score computed by weighting each category with the weights assigned in the Scoring Manual for an Empirically Derived Scoring System for Motive to Avoid Success (Horner et al., 1973). The summed scores for the four leads had a range from -8 to +32 with the higher score indicating a high degree of motive to avoid success.

Task and Maintenance Performance Continuum

This instrument was designed by the researcher to measure self-ratings on the performance of task and maintenance functions of leadership (see Appendix 1). The task and maintenance indicators were constructed on the basis of a review of the literature on task and maintenance functions of leadership and on the National Training Laboratories names and descriptions of task and maintenance functions of leadership.

The instructions for this instrument were printed on the scale asking the participants to please respond to the following instrument by placing an "X" on the continuum, in the place that most accurately represents their behavior as a leader. The lead statements "As a Leader, I perform the following functions, when it seems appropriate" was devised in order to decrease the confusion that might occur due to the expectation that one is supposed to perform these functions on all occasions. After the lead statements, the task and maintenance functions were alternatively written on the page with descriptors following each function. A five point continuum was devised (Always, Often, Occasionally, Seldom, Never).

Semantic Differential

The semantic differential was administered to measure self-confidence in performing task and maintenance functions of leadership. The semantic differential grew out of attempts to develop an objective way to measure meaning. Kerlinger (1964) defines the semantic differential as a method of observing and measuring the psychological meaning of

things, especially concepts. Osgood, Suci, and Tannenbaum (1957), originators of the idea, found that most of the emotional meanings attached to words fall into one of three categories: evaluation (good/bad), potency (strong/weak), or activity (active/passive).

The first step in constructing the semantic differential was to choose concepts that were relevant to the hypotheses being tested. Therefore the two concepts chosen by the researcher to measure self-confidence in leadership performance were:

1. As a leader, when I am performing maintenance functions of leadership, I feel:
2. As a leader, when I am performing task functions of leadership, I feel:

The second step in the construction of the instruments, as Osgood (1957) tells us, is to select appropriate scales or adjective pairs. Two criteria are used in the development of adjective pairs: factor representativeness and relevance to the concepts. The factors used in the formation of the pairings of this study were a combination of evaluation, potency, activity and understandability. The fourth factor, understandability, is one developed by Nunnally. (Osgood et al., 1957) The pairs were selected because of their relevance to the actual performance of leadership functions. The pairs were selected from Osgood, Nunnally and those developed by the researcher. Those pairs selected from sources other than the researcher have been proven to be statistically valid. Kerlinger (1964) reports that the semantic differential has shown sufficient reliability and validity for many research purposes.

Two semantic differentials were administered with separate instructions for responses to each of the two concepts being tested. The instructions for each concept were written on a cover page instructing subjects to carefully read the descriptions of the four maintenance functions (on the first semantic differential), and the five task functions of leadership (on the second semantic differential) before responding to the concept on the next page. The detailed descriptions of maintenance and task functions of leadership provided on the two cover pages allowed the participants to become more familiar with the meaning of the general concept of maintenance and task functions of leadership used in the concept statement. Subjects were verbally encouraged to refer to the cover sheet definitions as often as they liked. Subjects were instructed on the cover sheet to place an "X" on the five point continuum, between each adjective pair, in the place that most accurately represents their general feeling about themselves (see Appendix 1).

Instrumental and Terminal Value Survey

Rokeach's (1973) Instrumental and Terminal Value Surveys were administered to measure changes and clarification in values. Rokeach defines a value:

A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance. (p. 5)

The term instrumental values refers to modes of conduct while terminal values refer to end-states of existence. There are two kinds of terminal

values that Rokeach distinguishes--values that are self-centered or intrapersonal in focus and those that are society-centered or interpersonal in focus. There are two kinds of instrumental values that he specifies. The first type of instrumental values are moral values referring mainly to modes of behavior that are interpersonal in focus, and when violated, arouse pangs of conscience or feelings of guilt for wrongdoing. The second type of instrumental values refers to those values that focus on competence or self-actualization.

Form E of the Instrumental and Terminal Value Surveys was administered. Form E presents the eighteen terminal and instrumental values with defining phrases, and the respondent is asked to rank the values by writing in numbers from 1 to 18 in the blank spaces provided (see Appendix 1). The respondents were instructed to "Study the list carefully and rank order the values in terms of their importance to them, beginning with Number 1 and proceeding to Number 18." The respondents were told that they could change their minds at any time and erase the numbers they had placed before the values.

Due to the small size of the population being studied, statistical analysis of this data was not possible. However, the data will be displayed in a frequency distribution in order to see the values most highly ranked by the experimental and control group in the pre and post test format.

Value Clarification Exercise

A values clarification exercise was used in the first session of the training program to help the women in the experimental group to

begin to clarify their values in regard to leadership. The following is a synopsis of the procedure used in the training program to help the participants to clarify their values in regard to leadership:

I. Procedure: Woman Puzzle

- A. On a large sheet of paper is a woman's face and the outline of her body. She is our new woman leader. At present, she is empty of values, skills, feelings about herself, and her own needs for an environment in which she can work. We have all the pieces to the puzzle. She can be what we would like her to be--our ideal woman leader!
- B. The women in the group are broken down into three groups
 1. The first group is responsible for placing values on the puzzle pieces
 2. The second group is responsible for placing skills on puzzle pieces
 3. The third group is responsible for placing feelings and environment on the puzzle pieces
- C. As a group, we will brainstorm possible values, skills feelings and working environment of our new woman leader. Since there are a limited number of puzzle pieces for each group, each small group will translate our brainstorming into concise statements of our values, skills, feelings and environment
- D. Brainstorming
 1. Values:
 - a. What assumptions do you want her to make about you: I am . . .

- b. What do you expect from her in your professional role relationship?
 - c. What do you expect from her in a personal relationship?
 - d. How do you expect her to operate with us as a staff group?
- E. In your small group decide upon what you will put on the puzzle pieces. You may have to synthesize our brainstorming into more concise statements.
- F. Put the pieces on the puzzle
- II. Procedure: Identifying values, skills, feelings and environment as a leader that I have, I would like, I don't want or am unsure of
- A. In your journals, individually write down:

Values	I have and act upon	I would like to be able to act upon	I do not want or am unsure about
--------	------------------------	---	--

The data from the values clarification exercise regarding the participants' values in regard to leadership will be displayed in three ways: the first chart will display the results of the brainstorming session; and the second chart will display the small groups' synthesis of the values they decided upon for the puzzle; and the third chart will show a tabulation of the results of each participant's decision about values that they either have and want to learn to act upon in a more consistent manner, or those values that they do not have and would like to develop.

Leader Effectiveness and Adaptability Description (LEAD)

The LEAD developed by Hersey and Blanchard (1977) was designed to measure three aspects of leader behavior: (1) style, (2) style range, and (3) style adaptability. The LEAD-Self was administered in this study, which measures one's self-perception of how one behaves as a leader.

The LEAD-Self instrument gives twelve situations in which one is asked to select from the four alternative leader behaviors the style one felt would be most representative of one's behavior in that type of situation. The twelve situations are differentiated in the following ways:

1. Three situations involved groups of low maturity
2. Three situations involved groups of low-to-moderate maturity
3. Three situations involved groups of moderate-to-high maturity
4. Three situations involved groups of high maturity

For each of the situations, four alternative actions were available to choose from--a high task/low relationship behavior, high task/high relationship behavior, a high relationship/low task behavior, and a low relationship/low task behavior.

The effectiveness score, which indicates style adaptability, has a range from -24 to +24.

The LEAD-Self is an instrument that is purely a self-perception instrument. Any changes from the pre to the post test indicate a change in knowledge and attitudes toward preferred style, style range, and style adaptability. The LEAD-self does not measure any actual behavior change in style, style range, or style adaptability.

The LEAD-Self instrument was administered with the instructions to read each situation carefully and decide which of the alternative actions presented was the one that they would be most likely to use. The subjects were asked to try to maintain a mind-set for this instrument of themselves as leaders with their Resident Assistant Staff in their Residence Halls. (See Appendix 1)

Trainer Learning Goals and Guidelines Used in
the Development of the Training Design

There were several learning goals that grew out of my work with small groups, my experience as a teacher and a leader, and my previous experience with staff development.

In my own experience, learning occurs more easily when the environment is perceived as supportive. The possibilities for support were already functioning due to the population of the training program. The participants were a homogeneous group composed of all women with common work experiences and all of the participants had self-selected themselves into the training program which indicated, at least, an initial willingness to explore their own leadership with other women. I felt it was necessary to provide common experience in the training program that would enable these women to equally share their knowledge, feelings, skills and attitudes in a structured design in order to further encourage a supportive environment. In this way, we would begin to know each other and to trust each other. As a facilitator I encouraged and validated each person's participation in order to model an atmosphere of acceptance and support. Another important element in building a supportive

environment was to establish rules of feedback for the training program. I used a procedure for receiving feedback in which each participant was given the option to receive feedback. Once the participant had requested feedback, she would then begin the process by talking about her own feelings, thoughts, reactions to her leadership or participation before the other participants offered their perceptions. In this way, the person receiving feedback was able to set the stage for her own feedback and had the feeling of being in control of her self. After the feedback was received, the participant receiving feedback was given an opportunity to clarify or discuss any feedback she had received. A procedure of cheering for each participant's success as a leader during the days prior to the training was established to show overt support for one another and to validate each person's experience.

Another learning goal was to encourage the ability of participants to take risks throughout the training program. It is in the ability to take risks that we have the opportunity to develop a more positive self-concept. Whenever anyone enters a training program, there is the possibility of fear and reticence to take risks. The design for this program was built to encourage gradual risk taking and the opportunity for participants to decide upon the types of risks they were willing to take. Throughout the program, participants selected those skills that they wanted to develop. Thus, they were able to pace their own risk taking and also to take responsibility for their own growth and development. In the session where risk taking was built into the exercise, participants were encouraged to decide whether or not they wanted to receive feedback on their participation, and again participants always

started the feedback process by discussing their own behavior before others' feedback was offered.

Another learning goal was to increase participant responsibility and leadership functions over the course of the training program. In order for the participants to honestly experience their own power and abilities, each participant must have the knowledge they are capable of leadership and responsibility within the parameters of the current design as well as in other settings. Taking on more responsibility during the training program increases the active role of participants and decreases the feeling of being a passive recipient of knowledge and learning. Therefore, the design of this training program was an emerging design which encouraged continual input from the participants and was structured in a way that increased participant roles in decision making and planning during the training program as well as providing opportunities for each participant to practice her own leadership.

Another learning goal was to provide a variety of learning modes throughout the training program. This goal is based on the knowledge that each individual has his or her own best style of learning. The various modes of learning used in this design were: lecturettes on theory; films; interviews; experiences that provided participants with opportunities to actually try out behavior-role plays, case studies, decision making exercises, simulations; readings on all the major issues that we discussed or experienced during the training program; journal writing that included the experiences that they had during the training program as well as assessing their feelings, values, skills, readings, etc. outside of the training program; and an option of writing critical

incidents about their own leadership or that of someone else's she had observed. I wanted to provide many different modes of learning both to increase the potential for each participant to learn in a style that was most comfortable for her, and also to provide enough stimulation and challenge so that the training program would not become boring or routine for the participants.

Another learning goal was to center the participants' energy on the learning goals related to the training program. Since the participants were all coming into the training program from very demanding work situations, it became very important to develop strategies to energize the group and to focus our attention on the training sessions. This was accomplished through the use of a cheer before each session, or in some instances a sharing circle in which we caught up on each other's experiences as leaders during the week and offered support and encouragement to one another. Learning cannot occur if the participants are drained of energy or focused on issues outside of the immediate experience of the training program.

Although one of my learning goals was to provide an opportunity for participants to change their behaviors and attitudes about themselves as leaders in ways that would increase their confidence in themselves as leaders and their skills as leaders, I was also aware that change is a lengthy process. Therefore, I stressed the limited amount of time that we had together and the importance of focusing our energies on the task at hand--ourselves as leaders--during the time that we did have with one another. I also encouraged each participant to pay attention to her own leadership outside of the training program so that she could learn more

about her feelings, values, skills, attitudes and behavior. Along with this, I informed the participants that I would be willing to continue the training program into the second semester in a shared leadership model--one in which they would take more responsibility for planning the sessions. Although this did not work out due to time-schedules, we did have two follow-up sessions that served as a support group function and reinforced the positive feelings of knowing what we had shared and learned together about ourselves as leaders. It was understood by myself and the participants that change was an ongoing process and that we would begin this particular process now, and that it would continue through the rest of their life experiences. From my previous experiences in T-Groups I was also aware that experiences such as this can produce change and awareness long after the actual experience has ended. Another consideration in the area of change for this particular population was the knowledge that most of the participants were in their first year as Heads of Residence. This first year can produce a great deal of stress, challenge, and questioning of self and leadership abilities. By the end of the first semester many of these women would be very drained and perhaps be feeling low; therefore, change due to this training program would be difficult to assess immediately. Nevertheless, our belief in ourselves as leaders was what I hoped to provide in this training program--a beginning.

There were several guidelines that I used in designing this training program. These guidelines were formed from a combination of my experience in working with Heads of Residence and Central Staff personnel

and my experience and education in the field of small group dynamics and leadership.

My first set of guidelines centered around my knowledge of the population of Heads of Residence and Central Staff personnel. Since the leadership positions held by the participants were very demanding in terms of time and energy and the tendency of this population would be to focus on work problems and situations, my first guideline was the need to be very specific in stating my goals for the training program and the time commitment involved in participating in this program. I wrote a letter to all Heads of Residence and Central Staff personnel defining the goals, parameters, and time commitment involved in the training program. I enclosed a data sheet to be filled out by interested personnel, which helped them to think about their own goals in relation to the goals of the training program. This information also helped me to modify or elaborate on my design in order to include the stated goals of the participants.

My second guideline was the need to select time blocks for the training program that would insure the availability of Heads of Residence and Central Staff to participate in the training program, as well as providing continuity and concentrated time together to accomplish our learning goals. I checked with all of the residential areas and found that Wednesday afternoons were usually a period of free time for Heads of Residence in terms of the absence of weekly meetings. Although I would have preferred to do one or two weekends of training over the course of the semester, I was very aware from my previous staff development planning that Heads of Residence and Central Staff were adamant

about keeping their weekends free of meetings. Therefore, I chose Fridays as a time in which to have two full days of training. Again, Friday was a time during the week when meetings were generally not scheduled and it was more likely that Heads of Residence would be able to hold an entire day free for training activities. In terms of the continuity and concentrated time to accomplish our learning goals, the Friday all-day sessions would form a greater degree of commitment and trust among the members, with the half-day sessions providing the continuity of contact and learning that was essential to focusing our time together on ourselves as leaders.

My third guideline was to choose a facility for the training that would meet all of the following needs: (1) to provide Heads of Residence and Central Staff with a facility that was on neutral territory, one that would help them to form a more cohesive group and would also remind them less of their day-to-day activities on their jobs; (2) to be easily accessible for each participant and centrally located on the University of Massachusetts campus; (3) to be comfortable and allow enough space for the training group to spread out and be adaptable to many varied forms of activities; (4) to be equipped with a blackboard and places to hang newsprint and other audio-visual aids; and (5) the availability of food within or close to the facility for our all-day sessions. All of these requirements were met by the University of Massachusetts Campus Center conference rooms.

My fourth guideline was to structure the design of the training program to include activities that would relate to the issues that the participants were experiencing in their work. Since Heads of Residence

and Central Staff are usually consumed with the many issues, problems, and crises that arise out of their daily work experience, I could not make this experience too abstract. I knew that there would be a pull in the direction of discussing work situations, so I built into the design many experiences and opportunities to discuss these issues in a structured manner that was geared toward our learning objectives in the training program.

Design Objectives

A four part outline of the design objectives follows. This outline specifies the four main objectives to be evaluated in this study. Under each of the main objectives the themes, and the sessions in which these themes were carried out, are outlined.

Design Objectives

<u>Main Objective:</u>	To provide experiences which will help to define, develop, and increase confidence in our own leadership styles and abilities, and to enable us to identify ourselves as leaders.		
<u>Objective:</u>	<u>To increase our motivation to succeed</u>		
Theme	Reviewing the goals of the training program to further insure participants' commitment and focus on the learning goals		Session #1
Theme	Naming our own reality as women through:		
	Constructing our Ideal Woman Leader		Session #1
	Reviewing the history of women through the film, <u>Emerging Woman</u>		Session #1
	Reviewing Paulo Frier's first step in overcoming oppression		Session #1
	Drawing our own Life lines and Who-Am-I's		Session #2
Theme	Interviewing a woman in our profession who is perceived as a role-model		Session #8
Theme	Reinforcing our success as leaders through:		Sessions 2, 3, 5, and 6
	Cheers		
	Compliments		Session #4
Theme	Problem solving work situations that are dissatisfying and increased feelings of ability to do something about our blocks to successful leadership		Session #4

Theme	Practicing leadership--receiving positive reinforcement and constructive criticism	Session #7
<u>Objective:</u>	<u>To clarify our values in regard to leadership</u>	
Theme	Reviewing the criteria for a value and value indicators	Session #1
Theme	Deciding upon values for our Ideal Woman Leader	Session #1
Theme	Clarifying our own values as leaders I have, I want, I don't want or am unsure of	Session #1
Theme	Referring to our values and reviewing those values that we said to be important in our Ideal Woman Leader	Session #6
Theme	Paying attention to our leadership styles outside of the training program--further identification of the values as we are operating on in our leadership	
<u>Objective:</u>	<u>To identify the task and maintenance functions of leadership that we already possess as well as those we would like to work on, and to increase our confidence in our ability to perform task and maintenance functions of leadership</u>	
Theme	Deciding upon skills for our Ideal Woman Leader	Session #1
Theme	Clarifying our own skills as leaders I have, I want, I don't want or am unsure of	Session #1

Theme	Name Tags--Identifying ourselves as leaders	Session #1
Theme	Definition and explanation of the task and maintenance functions of leadership	Sessions #3 and #5
Theme	Decision Making exercises--focusing on the functions of leadership each participant demonstrated, and deciding upon skills we want to learn	Sessions #5 and #6
Theme	Role-Play exercise designed by participants--practice and feedback on leadership functions identified as those we want to improve (as well as those we already possess)	Section #7
Theme	Conflict Strategies	Session #8
Theme	Paying attention to the leadership functions we use outside of the training program	
<u>Objective:</u>	<u>To begin to develop styles and models of leadership</u>	
Theme	Receiving feedback on our leadership styles via the scores on the LEAD	Session #3
Theme	Explanation and critique of the Tri-Dimensional Leadership Model--How does this relate to our own personal view of our style, our values in working with people	Session #3
Theme	Using Case Studies to diagnose leadership styles according to the Tri-Dimensional Leadership Model	Session #3

Theme Practicing leadership and receiving feed-
back on our style of leadership

Session #7

Theme Using our journals as a way in which to
assess our style of leadership, our values
in regard to leadership, our skills, and
our feelings about being leaders.

Summary of Training Design

I. Session One

- A. Clarification of our values, skills, feelings, and environment as women leaders
- B. Reviewing the herstory of women

II. Session Two

- A. Looking at the ways in which our socialization has enhanced or discouraged our leadership abilities

III. Session Three

- A. Leadership theory
- B. Our own styles of leadership

IV. Session Four

- A. Our strengths as professional women
- B. Problem solving and discussing our dissatisfactions with ourselves as leaders

V. Session Five

- A. Feedback on our task and maintenance skills
- B. Processing a decision-making exercise

VI. Session Six

- A. Practicing Decision Making
- B. Practicing skills in planning and design

VII. Session Seven

- A. Practicing leadership
- B. Receiving feedback on leadership skills and style of leadership

VIII. Session Eight

- A. Interviewing Role-Model
- B. Conflict strategies

IX. Session Nine

- A. What we have learned about ourselves as leaders
- B. Feedback to facilitator
- C. Future plans--follow-up

Training Design and Implementation

In this section the planning for each training session is specified, followed by the implementation of the design for each session. This is followed by the evaluations and reactions of the researcher (Rene) and the participants to the implementation of each session:

- I. Planning Design
- II. Implementation of Design
- III. Evaluation and Reactions to Design
 - A. Rene
 - B. Participants

I. PLANNING

SESSION ONE

Friday, October 29

Time: 9:00 a.m. to 5:00 p.m.

Goals

1. Getting to know one another
2. Review the goals of the training program
3. Exploring and beginning to clarify:
 - a. Values in regard to leadership
 - b. Skills in regard to leadership
 - c. Feelings we have as a leader
 - d. Environment in which leader can function
4. To look at our own feelings and behavior as group participants
5. To begin to identify leadership characteristics in ourselves
6. To review the history of women
7. To explore the ways in which we have been encouraged to be leaders and the ways in which we have been discouraged or blocked
8. To evaluate this session

Design

1. Goal: Getting to know one another

Objective: Although some of the women in this program knew each other through work affiliations (three women worked together in one residential setting and four worked together in another residential setting), I wanted these women to get to know each other in a more personal way

and also to know more about each other in terms of the overall goal of the program--understanding ourselves as leaders, and identifying ourselves as leaders.

Procedure: Name tags

- A. Name tags--Complete your name tags on the 5 x 8 cards provided, using the guidelines on the blackboard:

3 adjectives that describe
how I am feeling right now

3 things I like to do
in my leisure time

NAME

3 things I like most
about myself as a leader

3 things I would like to
improve, learn, enhance
my leadership ability

- B. In a circle, share our name tags

2. Goal: Review goals of the course

Objective: To establish concrete guidelines and objectives for this training program. Because the women in the program are all involved in residence hall positions, I felt it was important to establish the parameters of this experience and distinguish it from their immediate work situations.

Procedure: Discussion of the goals and requirements of the training program

- A. This is a time for us to look at ourselves as leaders and to decide what kinds of styles and models of leadership we want to formulate. In order to help us to do this we will

- (1) clarify our values (too many times we operate on shoulds)
- (2) identify skills we possess and decide upon ones we want to learn

- (3) gain self-confidence in our own abilities, skills and values
- (4) practice skills
- (5) review the history of women and the ways in which we have personally been encouraged to see ourselves as leaders and the ways in which we have been discouraged

B. Requirements of the program: (see Appendix 2)

- (1) Journal--everyone should write in your journal at least once a week with the following guidelines in mind:
 - (a) Reactions to the training program--thoughts, feelings, questions, learnings, evaluation
 - (b) Reactions to your own behavior in leadership situations and membership situations outside of the training program--how does your body feel, feelings, thoughts, good experiences, nagging experiences, negative experiences
 - (c) Periodically, I will ask you to record aspects of the experience we are working on during a particular session.
- (2) Readings--read critically, consider how these concepts relate to you. Use the readings to help you to clarify your own values, skills, and styles of leadership
- (3) Critical incidents--this is a very helpful way to look at any patterns you may have developed as a leader or a member, and also to help you consider more in depth your own behavior in leadership and membership situations. This is an optional requirement (see Appendix 2).

3. Goal: Exploring and beginning to clarify: our values, skills, feelings and desired environment in regard to leadership.

Objective: To break down the concept of leadership into the components of values, skills, feelings, and environment in order to help the participants clarify and develop their own definition of leadership.

Procedure: Woman puzzle

- A. On a large sheet of paper is a woman's face and the outline of her body. She is our new woman leader. At present, she is empty of values, skills, feelings about herself, and her own needs for an environment in which she can work. We have all the pieces to the puzzle. She can be what we would like her to be-- our ideal woman leader!
- B. The women in the group are broken down into three groups:
- (1) The first group is responsible for placing values on puzzle pieces
 - (2) The second group is responsible for placing skills on puzzle pieces
 - (3) The third group is responsible for placing feelings and environment on puzzle pieces
- C. As a group, we will brainstorm possible values, skills, feelings and working environment of our new leader. Since there are a limited number of puzzle pieces for each group, each small group will translate our brainstorming into concise statements of our values, skills, feelings and environment. If any group needs clarification on the brainstorming, please ask questions after we brainstorm your section.

- D. Before we begin to brainstorm values, I would like to review the criteria for a value and value indicators as developed by Louis E. Raths, Merrill Harmin, and Sidney B. Simon (1966):

<u>Value Indicators</u>	<u>Criteria for a Value</u>
-goals or purposes	(1) Choosing (a) freely
-aspirations	(b) from alternatives
- attitudes	(c) after thoughtful consideration of consequences of alternatives
-interests	
-feelings	(2) Prizing (a) cherishing, being happy with choice
-beliefs and convictions	(b) willing to affirm choice publicly
-activities	(3) Acting (a) doing something with choice
-worries, problems, obstacles	(b) repeatedly, in same pattern

E. Brainstorming

(1) Values:

- (a) What assumptions do you want her to make about you?

I am . . . (examples if needed: competent, honest, growing, intelligent, capable, etc.)

- (b) What do you expect from her in your professional role relationship? (examples if needed: expectations clear, support, let me do my job my way, parameters, support on monetary rewards-benefits, etc.)

- (c) What do you expect from her in a personal relationship? (examples: be sensitive to my other responsibilities, open, sharing, considerate of hard times, etc.)

- (d) How do you expect her to operate with us as a staff group? (decision making process, use of power, etc.)

(2) Skills

- (a) What skills, functions of leadership do you want our women leader to be able to have--based on the values we have outlined (examples if needed: think out loud, give support, encourage participation, give opinions, speak clearly and intelligently, give feedback, deal with conflict, etc.)

(3) Feelings:

- (a) Everything we have done thus far has been in terms of the way we would like our new woman leader to be. In considering the way in which we approach the feelings of our leader, I believe it is important to consider the realistic feelings of a woman in a leadership position.

(4) Environment

- (a) In order for our ideal leader to operate at maximum effectiveness, what kind of a work environment does she need?

4. Goal: To look at our own feelings and behavior as group members

Objective: To establish an atmosphere and an expectation that we will not only be discussing leadership, but we will be using part of our time together to actually look at our own behaviors and feelings about our participation in the various exercises in the training program.

Procedure: Putting the puzzle together

- A. In your small groups, decide upon what you will put on the puzzle pieces. You may have to synthesize our brainstorming into more concise statements.
- B. After your group has finished working together, discuss the way in which you worked together to decide what should go on the puzzle pieces, and how you felt about your own participation in this process.
- C. Put the puzzle together. All three groups bring their pieces to the puzzle and work together to accomplish the task.
- D. How did we work together as a group to put the puzzle together.
How do we feel about our participation in this exercise?

5. Goal: To begin to identify leadership characteristics in ourselves

Objective: To take the opportunity to individually consider our own values, skills, feelings, and desired environment as leaders. To reinforce the idea that we are leaders and we do have leadership qualities that we are already acting upon.

Procedure: Identifying values, skills, feelings and environment as a leader that I have, I would like, I don't want.

- A. In your journals, individually write down:

	I have and	I would like to be	I do not want
	act upon	able to act upon	or am unsure
			about

Values

Skills

Feelings

Environment

6. Goal: To review the history of women

Objective: To understand the ways in which the socialization of women over the centuries has contributed to the oppression of women.

To experience the strength and capabilities of women as they fought to overcome their oppression and as they demonstrated their wide range of abilities and skills when our society needed their assistance.

Procedure: Lecturette on Friere's theory on oppression and seeing the film, Emerging Woman.

A. Friere says that one of the steps in overcoming oppression is for the oppressed to be able to begin to name their own reality:

The oppressed having internalized the image of the oppressor and adopted his guidelines, are fearful of freedom. Freedom would require them to eject this image and replace it with autonomy and responsibility. Freedom is acquired by conquest not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes myth. It is rather the indispensable condition of the question for human completion.

Only as this situation ceased to present itself as a dense, enveloping reality or a tormenting blind alley and men can come to perceive it as an objective problematic situation--only then can commitment exist. Men emerge from their submission and acquire the ability to intervene in reality as it is unveiled. Intervention is reality--historical awareness itself--thus represents a step forward from emergence, and results from the conscientization of the situation.

B. In order to further understand our own history, we will see the film, Emerging Woman (the history of women). After the film, we will discuss what we have learned from the film about our history and our feelings and reactions to our history as women.

7. Goal: To explore the ways in which we have been encouraged to be leaders and the ways in which we have been discouraged or blocked.

Objective: To understand the ways in which our socialization has contributed to our ability to see ourselves as leaders and the ways in which our socialization has discouraged us from seeing ourselves as leaders.

To realize that we have the capacity to overcome our socialization.

To reinforce that we have the capacity to overcome our socialization.

To reinforce the sense that we can create an image of ourselves as leaders and we can develop skills that we see as appropriate to our success as leaders.

Procedure: Life line and Who Am I

A. Instructions attached to Session Two

8. Goal: To evaluate the session

Objective: To give Rene a clear sense of what this experience has been for the participants

To provide data for planning the next session

Procedure: Open discussion

Readings: Hand out readings on sex-roles and values (see Appendix 2).

II. SESSION ONE - IMPLEMENTATION

MORNING

Introduction

Coffee and doughnuts were available for participants as they entered the room and the room was arranged in a close circle of eight chairs. The goals were placed on the blackboard and reviewed at the beginning.

1. Goal: Getting to know one another

Procedure: Name Tags

- A. Instructions for the name tags were placed on the blackboard and 5 x 8 cards were passed out to each participant.
- B. After the completion of the name tage, I shared my name tag first and invited others to share their own name tags. There was an air of excitement and apprehension in the room. Sharing our name tags gave us an opportunity to share our immediate feelings about embarking on this experience together and it also gave us a chance to get to know something about each other on a more personal level.

2. Goal: Review goals of the course.

Procedure: Discussion of the goals and requirements of the training program

- A. I shared my excitement about having the opportunity to explore the whole issue of leadership with a group of women--this was my dream come true. Could we come up with styles of leadership and

models of leadership that were true for us. The idea of taking time out to consider ourselves as leaders was by far more than I had ever had the opportunity to do thus far.

- B. After sharing my overall goals for the course and going briefly over the requirements for the course--readings, journal, critical incidents, I gave each woman a notebook in which to keep all the materials for the course and to record their journal entries. Everyone was very excited about receiving a new notebook. I asked them to put their name tags in their notebooks at the end of the day for a record.

3. Goal: Exploring and beginnig to clarify our values, skills, feelings and environment in regard to leadership

Procedure: Woman Puzzle

- A. The brainstorming was slow starting but took off after a few minutes. All of the women concentrated their efforts on exploring the values, feelings, skills and environment of our new woman leader. It was agreed that we should focus on realistic feelings for our woman leader. And, the women suggested that we broaden the scope of environment to include not only the work environment, but the home or personal environment of our woman leader. As we went through the brainstorming process, there were some disagreements and questions that we had about the suggestions made. I encouraged clarification of the suggestions offered and also encouraged everyone to continue to be honest and open about their suggestions. The following is a list of the results of our brainstorming:

Values

Assumptions about me:

competent	open	hesitant-encourage-
strong	considerate	ment wanted
inconsistent	growing	give me benefit of
make mistakes	intelligent	doubt
sincere	cooperative	value self
friendly	feeling person	support wanted
		no assumptions

Professional role relationship:

independence	honesty	few beliefs(dogma)
trust	advocacy	expectations
ask questions	respect	ability to communi-
share expertise-bothways	dependable	cate without jargon
equal	feedback	

Personal relationship:

be aware of other parts of life	dependable
sense of humor	honest
warm, friendly	sharing self personally
optimistic	socialize with me--yes
	and no
	allow me to be myself

As a group:

give direction	strong	experience in group
clarify	ask for support	dynamics/process
energy	encourage leadership	assertive
prepared	in others	delegates
includes everyone	task rather than	
open to criticism	educate	
	task and education	

Skills

speak clearly	strong
think out loud on her feet	assertive
give support	being in touch with self
give feedback/positive and negative	admits weakness and mistakes
can summarize	gets work done--motivates
knowing when to summarize and when not to	others
deals with conflict	states expectations--fol-
cannot be manipulated (especially by men)	lows up
	isn't flirtatious - manipu-
	lative
	confronts
	inspires (wisdom)

Feelings

driven
 ambitious
 working on things-growing
 likes self
 competent
 lonely
 accepts self (all aspects)
 wary
 unsure
 passionate

anxious
 over-worked
 high expectations of self
 and others
 optimistic-realistic
 great sense of responsi-
 bility to other women
 powerful
 Is it worth it?
 wise

old
 satisfied
 dissatisfied-
 externally
 needed
 complex
 needy
 alone
 in touch with
 body and feel-
 ings.

EnvironmentWork

supportive
 appreciated
 relaxed
 interesting/stimulating
 organized
 responsive
 people to easily talk with
 place to unburden self
 physical space comfortable

Outside

DISTINCT
 secure
 pleasant
 warm
 loving
 work well--share ex-
 periences.

B. At the end of the brainstorming, we broke up into the three designated groups (values, skills, and feelings and environment). Each group worked separately to decide what would go on the puzzle pieces. The values group had the biggest assignment in terms of turning our brainstorming of values into value statements. I joined the group working on Feelings and Environment. We went through a thoughtful process of talking about each of the ideas on the list. After combining as many similar ideas as we could into concise statements, we then decided to write two feeling statements and two environment statements on each of our puzzle pieces. The atmosphere was very serious when we first started, and everyone was getting tired and hungry, since we were approaching lunchtime. However, after we got started, we really began to discuss the issues and also to engage in some laughter with one another over some of our disagreements and debates.

LUNCH BREAK

AFTERNOON

4. Goal: To look at our own feelings and behavior as group members.

Procedure: Woman Puzzle

A. Upon returning from lunch, I asked the groups to reconvene and for each group to process the way in which they had worked together to make decisions about what was to be placed on the puzzle pieces. All of the groups felt that they had worked very cooperatively together. In the group that I participated in we

discussed how we had felt at different times about our own interaction and the way in which we made decisions.

- B. We put the puzzle together--everyone worked well together, figuring out where the pieces went. I had originally intended to process this activity, but the puzzle was put together rather quickly and very cooperatively. Everyone was very pleased with our new woman leader. We decided to name her Maude. We all looked at her and began to read all of the pieces that had been placed on her. Our final selection:

VALUES	SKILLS	FEELINGS	ENVIRONMENT
ENCOURAGING POTENTIAL	Deals with conflict	Powerful	<u>Work</u>
Optimism	Gives support	Accepts self-working on things	Interesting Stimulating
Loving - nurturing	Is in touch with self	Passionate	Relaxed
Wisdom	Gives feedback--positive and negative	Needed	Place to unburden self
Self-body and soul	Confronts	Great sense of responsibility	Comfortable space
Cooperation	Inspires others--has wisdom	Competent	Supportive
Authenticity	Not able to be manipulated (especially by men)	Wise	Appreciated
Strength, Competence, Endurance	States expectations clearly and follows up	Complex	Responsive
Interpersonal Ex-change	Admits weaknesses and mistakes	Ambitious	Organized
Commitment to personal and Political Goals	Thinks out loud on her feet	Challenged	
Passion, enthusiasm	Motivates others to do work	Over-worked	
Other people	Speaks clearly	High expectations of self and others	
Feeling	Knows when to summarize and when not to	Optimistic	
Maturity	Assertive	Realistic	
Growth		Alone	
		Unsure	
		Anxious	

VALUES	SKILLS	FEELINGS	ENVIRONMENT
Independence	Is not manipulative or flirtatious		<u>Outside</u>
Human			Distinct Shared Responsi- bilities*
Open-minded			
Imagination, crea- tivity, ideas			
Tolerance			

*This group working on environment felt that there was a great deal of over-lap and similar needs in the work situation and the outside situation; therefore, all outside needs were not included.

5. Goal: To begin to identify leadership characteristics in ourselves.

Procedure: I have, I want, I don't want

- A. I asked the women to record in their journals the values, skills, feelings and environment that they already had, the ones that they would like to have, and the ones that they didn't want or felt unsure of at the time. Since the puzzle was difficult to read, I wrote the values on the blackboard. All of the rest of the brainstorming material was quite concise, so we used the lists from the brainstorm. Most of the women made a list of the completed puzzle, but we agreed that it would be helpful to use any materials from the brainstorm that were not used in the puzzle itself. This was especially helpful in the area of outside environment, where the selection on the puzzle was limited.

The women were very thoughtful and quiet as they considered their own values, skills, feelings, and environment as leaders. (See Appendix 2 for a breakdown of values and skills according to individual participants.

- B. One of the women suggested that we share our lists with one another. Everyone agreed that this would be a valuable experience. We shared our values and skills list with one another and agreed to share our feeling list at our next meeting. Each woman shared her own interpretation of the values and skills she was describing on her list. We asked questions of one another, and listened carefully to each other. I felt that this was a very meaningful exchange, and added a great deal to this

experience. Not only had we considered ourselves privately, but we had the opportunity to verbalize our values and skills to one another. I felt much more connected to the women in this group, as a result of this sharing.

6. Goal: To review our history as women.

Procedure: Emerging Woman

- A. Since time was running short at this point, we talked about the way in which we should spend the rest of our time together. We decided to wait to share our feelings as a leader with one another at the next session, and to watch the film since it was available to us and because the women were very interested in seeing it.
- B. I introduced the film by reading a quote from Friere and discussing the reasons that it is important for us as women to begin to understand our own history. I asked the women to pay attention to their feelings and reactions as we watched the movie.
- C. After the film, everyone was very quiet for quite a while. I cried at the end of the movie and several other women were looking teary eyed. We then began to talk about our reactions --the strength of women, the part that economics play in deciding the work that is appropriate for women, the absence of the history of women in our education, the way in which anthropology is still male dominated, how the media determines mind sets and role expectations. We noted the

the kinds of labor that women are capable of, as portrayed by the movie, and the way our society today does not depict women in this way, but rather as soft and capable only of light-weight activity.

7. Goal No. 7 was held until another session due to lack of time.

8. Goal: To evaluate this session.

Procedure: Open discussion

A. I asked the women to share some of their feelings and reactions to the day we had just spent together. The following are the reactions that were shared:

felt relaxed,

liked working with all women

strange working with all women (HR from an all male residence hall)

clarified values

how would our woman be different from male construction of a leader?

Rene was organized and relaxed

glad I wrote it all down

I expressed how nice it was to work with all women,

and that I was much more relaxed as the day went on

than I thought I would be.

9. Business: Many of the women had expressed a desire to change one of the days of the training program because it conflicted with a long weekend. There was some debate about this, with one of the women reminding everyone that they had made a commitment to this program.

I re-enforced the idea that we could change the date since I was

well aware that long weekends were really important to these women, since they were on call twenty-four hours a day usually. We went about changing the dates and underlining our commitment to the program as well as our ability to remain flexible.

III. EVALUATION AND REACTIONS

A. Rene

Rene's Journal

"Beginnings"

It was finally here--the first day of the training program. I was really nervous and apprehensive about the whole thing--this has to be a meaningful experience for these women! I was also very excited--everything was planned and ready to go. Scott, my four and a half year old son, and I had spent all week cutting our pieces for the woman puzzle to be used during this morning's exercise. And, I had made my artistic attempts at drawing a face and an outline of a woman's body. Well, it wasn't artistically beautiful to the eye, but it was creative and meaningful to me. This was a very important part of the whole design--for me to creatively set the mood and the meaning for the whole workshop.

As I went into this first day of working with the women in this training program, I brought several concerns. One concern was to stress the seriousness of our commitment to this training program. Because the women in the program were going to be pulled by many other work pressures, I needed to know that we were all making a serious attempt to understand ourselves as leaders. Secondly, I was very concerned that I present a structured, well-thought out program for these women. This meant that I was taking my responsibility as a facilitator very seriously. Along with my concern to provide strong leadership, I also wanted to begin to build in a sense of shared responsibility. My own experience in teaching and

and facilitating workshops has shown me that the most learning occurs when participants begin to share the responsibilities and the leadership for the group. This process takes time, but the groundwork and the expectations can begin during the earliest sessions.

The women started to come into the room around 9:00 A.M. The room was a comfortable, well-lighted room with plenty of room for us to move around as needed. The coffee and donuts were ready; our woman leader hung on the wall; the seats were in a small circle; the goals were on the blackboard; and I was ready to begin! Some of the women came in with their own coffee, so I explained that refreshments would be provided if everyone was willing to give me ten dollars for refreshments and all materials and handouts for the program. Everyone agreed and thanked me for bringing in the coffee.

By the end of the morning, we had only reached the point in my design of putting our values, skills, feelings and environment on the puzzle pieces in our small groups. I had hoped to complete the puzzle by the end of the morning and record our own responses in our journals. At the end of the morning session, I stayed in the room for a while because I felt the need to think about the morning and establish my bearings for the afternoon. We had worked very hard during the morning session, but I felt somewhat apprehensive about the meaningfulness of the design. I was so invested in the idea of this woman puzzle, that I had to really step back. Yes, it was hard work to think about our values, skills, feelings, and environment as leaders--and we had worked hard. I decided to withhold my judgment

until the exercise was complete, and to be sure to ask the woman to tell me how they felt at the end of the day so that I was not so alone in evaluating this whole experience. I was also disappointed that we had not completed everything that I had planned for the morning session. I usually over-plan, and I reminded myself that it was important to be flexible and to take the time that was needed on each aspect of the design. I had some ideas about the way we could revise the afternoon, and decided to let the women in the group help make the decisions about what we would do when we had completed this exercise.

By the end of the afternoon I felt really excited. We did not complete the total design for the day, but the participants had added a section that was very meaningful--sharing our values and skills with one another. By the time we reached this point, I was really feeling the need myself to share more personally with the group. This felt wonderful. However, in planning this whole day, even though generally as a facilitator I felt it is important to be a participant as much as I can, I had decided that I felt so pressured to do an outstanding job as a facilitator that I would not be a participant. Well, when we arrived at the part where we were supposed to share with one another, I realized that I wanted to share, so I quickly reviewed the values we had brainstormed and the skills, and participated in the group. I felt that my personal goals for the day had been met beyond my expectations. These women really were committed to the program, and they also participated very responsibly and creatively in making decisions and suggesting ideas for additions to the design. As I

looked at the materials and information that we had come up with at the end of the day, I felt so proud of us. Maude was complete, and it was the first time I had ever seen what a women leader could be--she had been in my head, floating around for some time, but never so clear. I felt that we all shared a sense of beginning to define who we were as leaders!

B. Participants

Session #1 Journal Entries

1. I realize that all the values we listed are values of my own ideal of myself as a leader, and that those can easily become standards, expectations and should's for me. I never realized how I expected these values and characteristics from those people I respect as leaders, especially if they are women. My standards are higher for women. I don't really expect that men can achieve this idea, at least those that I expect to deal with.

I really identify with most of the values we listed in each category. Most of them I have attempted to make my own with varying degrees of success.

A thought--"I do not have to take responsibility for all reconciliation of conflict. Sometimes acknowledgement of the conflict is sufficient." Why do I feel so pressured to maintain a comfortable status quo, to gloss over obviously irreconcilable conflicts in order to minimize it. This happens in groups when I'm leading. I get most panicky when two people get stuck in an argument--want it to end gracefully, but I either feel powerless or that it should be 'talked out' or what sometimes turns out to be blown out of proportion. Fear of losing control.

2. Our first class Friday was an enjoyable experience for me. The whole brain-storming process made me realize and verbalize some values and skills I have wanted and looked for in leaders and myself as a leader. It's strange that it takes some design like the one we used to verbalize and concretize things that often go unsaid. The whole experience gave me a clear sense of what I expect from other people as well as how I would like to be a leader. So much of my experience seems to be unclear and scattered. It was also comforting to know that the other women in class had similar views and wanted and strived for similar skills. Friday's class was good because it was a time for me to look into myself, although at times it was difficult to do so. So often I feel other directed, dealing with other feelings--like I never have time to think of me, think about what I am learning from these encounters, etc. Friday was a welcome change. It also felt good to spend a whole day without worrying about what's happening in the dorm, feeling free of the total responsibility. I knew I could relax because you would give directions and whatever the task we would share the responsibility. One other rewarding thing about Friday was I was able to state what values and skills I now have and use. Too often I tend to focus my attention on problematic areas. It felt good to affirm positive side of me. I also hope sometime in the future we can spend time getting specific feedback about how we perceive each other. I like your style of teaching very much.

3. The initial meeting when we drew up Maude was very helpful (though I remember at the time doubting its worth). Now I can see that clarifying what I thought a leader was, where I was hoping to go as a leader, what my expectations of myself were helped me think of myself as a leader.
4. Maude was a great idea. I did a lot of projecting on her--some good, some not so good. But it really helped to imagine her as a real role model. Maude helped me see myself as a leader.
5. I liked naming Maud for Maud Bodkin, a respected literary critic, one of the first to read and understand Freud and Jung and then test their theories against the truth of poetry. Her work was the beginning of psychological criticism and then later, mythopoeic criticism.

I loved putting the puzzle together. It was "play" in the highest sense--creative, childlike and pure.

"Brainstorming values" seemed (and still does seem) contradictory. Brainstorming is for ideas, for putting things together in new ways, for discovering unique juxtapositions. Values are old and dear, feeling laden, held onto, secrets revealed hesitantly. Trust must exist before one can say, "I value . . ." I don't think it is natural to "brainstorm values."

"Emerging Woman" was one of the best feminist films I've ever seen. I cried during it and other people did too.

I was very happy to be a part of the group on this day.

6. Creating the ideal qualities found in a leader who was a woman really helped clarify for me the necessity of maintaining the humanistic qualities in a leadership position--the ideal woman leader looked so much different than a managerial textbook leader (a man) would have; it also once again confirmed the "wholeness" and "integrity" of an androgynous model--even designing our segment was a cooperative process and I learned not only about my own ideal goals and needs but about the other women in the group needs, ideals and goals, once again reaffirming the commonness of this experience. One thing that really sticks out in my mind and still does impress me whenever I encounter it, is the high standards and level of personal involvement we demand of ourselves as leaders and on top of that our highly self-critical and sensitive reactions to criticism. I see this as a big problem in my life and still don't know what to do about it.
7. Good to start with an all day session. Emerging Woman was stirring. Ideally we would have shared our reactions more had time allowed.

A marvelous teaching device. It was especially helpful in two ways: (1) as a project for the whole group to work on--it provided the first insight in the differences among members of the group; not so much their values as how they perform a task (2) helping me to think of what I look for in others as leaders and in myself as a leader; especially to remind me that a quality I want in a leader is one I should demonstrate.

I. PLANNING

SESSION TWO

Day: Wednesday, November 3, 1976

Time: 1:30 p.m. to 4:30 p.m.

Goals

1. To energize the group and to reinforce good feelings about behaviors as a leader or as a member of a group.
2. To provide a common definition of masculine and feminine from a psychological and a research perspective.
3. To look at the way in which each woman has been socialized--what are the ways in which our socialization has enhanced our ability to be leaders, what has distracted from it--and in what ways have we overcome our socialization.
4. To clarify the feelings we have about being leaders.

Design

1. Goal: To energize the group and to reinforce good feelings about behaviors as a leader or as a member of a group.

Objective: Since the women in this program came into the training sessions with a great deal of job-related issues on their minds, it is important to focus their attentions on this experience. I also wanted these women to begin to focus in on the successes that they are experiencing as leaders or members of a group--too often we concentrate on our failures and reinforce the critical aspects of our leadership abilities.

Procedure: Cheer

- a. Everyone is asked to stand in a circle
- b. Think back over your past week and identify one situation in which, as a leader or a member of a group, you felt good about some aspect of your behavior
- c. Each woman takes a turn at sharing her success and the whole group claps, cheers, whistles, etc.

2. Goal: To provide a common definition of masculine and feminine from a psychological and a research perspective.

Objective: Since each participant was going to be asked to consider her own socialization in this session, I wanted to stimulate thought about some definitions of feminine and masculine and the part that socialization plays in these definitions.

Procedure: A. Lecturette on the Jungian view of masculine and feminine

1. Diagram on blackboard

acceptance, awareness of unity of all life, readiness for relationships	Feminine Psychic Relatedness	Masculine Objective Interest	focus, division, change
---	------------------------------------	------------------------------------	-------------------------------

latent sexual characteristics
experience
collective image

2. Explanation of the diagram and the view that each person has a masculine and feminine psyche.
The Jungians believe that women must learn to use

their masculine in order to explain and give meaning to their feminine.

3. A particular emphasis on "experience" as a contributing factor for generally developing the feminine psyche over the masculine psyche in women.

4. Discussion

- B. On the blackboard I placed the feminine poles of the results of the study done by Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970) in which they compiled a list of the most common characteristics assigned to men and women in our culture and had male and female clinicians assign these characteristics to their concept of a man and a woman in our society (see Appendix 2)

1. I reviewed the study and went over the feminine poles on the board to emphasize the stereotypes that are still prevalent in our society.

2. Discussion

3. Goal: To look at the way in which each woman has been socialized--what are the ways in which our socialization has enhanced our ability to be leaders, what has distracted from it--and in what ways have we overcome our socialization.

Objective: To provide an opportunity for these women to get to know one another better--to build trust and openness. To name

our own reality in terms of the part that socialization has played in the development of our self-images and to realize that we have the capacity to overcome our socialization. To reinforce the sense that we can create an image of ourselves as leaders and we can develop skills that will enhance our success as leaders.

Procedure: A. Life-line (see attached)

1. Each woman was asked to draw her life line according to the instructions on the sheet--in quiet reflection.
2. Participants were then asked to share their life-lines with one other person.

B. Who-Am-I (see Appendix 2)

1. Each participant was asked to fill out her Who-Am-I sheet using the instructions on page 2.
2. The Who-Am-I lists were prioritized using the instructions at the top of page 3 (see Appendix 2).
3. In the second column of the Who-Am-I sheets the participants were asked to follow the instructions on the second paragraph of page 3. (Place an S for socialization next to those characteristics that they were socialized to develop. Place an IO for I Overcame next to those characteristics that they developed that required them to move beyond their socialization.

4. As a total group, share our lists of Who-Am-I and discuss our priorities and our perceptions of socialized characteristics and I overcame characteristics. Each woman was given the spotlight and the rest of the group was encouraged to ask questions for clarification. In our discussion of Who-Am-I's the emphasis was placed on discussing those characteristics on our list that most contributed to a sense of ourselves as leaders.

4. Goal: To clarify the feelings we have about being leaders.

Objective: This is a continuation of the feelings that we assigned to our Ideal Woman Leader. In sharing the feelings that we have about being leaders, we will have an opportunity to both clarify these feelings for ourselves through articulation; plus, an opportunity to understand the feelings that we have in common--as a group of women leaders.

Procedure: Each participant shares her feelings about being a leader --what I feel, what I would like to feel, what I don't feel.

Readings: Handout readings on leadership and feedback (see Appendix 2).

II. SESSION TWO - IMPLEMENTATION

Introduction

Cookies and cider were available for participants as they entered the room. The goals of the session were placed on the blackboard and reviewed at the beginning of the session to allow participants to understand my goals for this session.

1. Goals. To energize the group and to reinforce good feelings about behaviors as a leader or as a member of a group.

Procedure: Cheer

- a. After getting the women in a circle and explaining the exercise I told them that one way to get into this was to consider the numbers of times that they had cheered from the sidelines for other people--too often women never have the experience of being the actual participants (e.g., sports) where others are shouting for their success! So let's do it now!
 - b. The cheer went very well. It did energize the group and the women really got into it--whistling, touching, yelling, etc.
 - c. A couple of the women had difficulty thinking of anything positive, so the rest of the women encouraged them to think of something and they did. The women said that they wanted to do this every time.
2. Goal: To provide a common definition of masculine and feminine from a psychological and a research perspective.

Procedure: Jungian lecturette and results of Broverman et al. research.

- a. After I presented the concept of masculine and feminine, using the diagram on the board there were many clarifying questions in order to fully understand the meaning of this concept. There was thoughtful reflection about the meaning of this diagram. As expected, we got off on a tangent about the meaning of latent sexual characteristics. This was their major criticism of this theory, preferring to focus more on experience as a source of feminine development. I reminded the women that this theory was not offered as the only way of viewing feminine development, but rather as a broader concept of feminine and masculine psyche to help us to focus and clarify our thoughts on the meaning of our own masculine and feminine characteristics, development, etc. They made some connections to the masculine and feminine concepts in terms of the women students that they were working with in an attempt to get them to explain themselves without overdue emotion.
- b. Again the women were very reflective in discussing the Broverman et al. study. They pointed out the inconsistencies that appeared on the female valued items (e.g., quiet, talkative).

3. Goal: To look at the way in which each woman has been socialized-- what are the ways in which our socialization has enhanced our ability to be leaders, what has distracted from it--and in what ways have we overcome our socialization.

Procedure:

- a. Life-line--This exercise went as planned. Four of the women decided to share their life-lines together rather than dividing into pairs. Some of the women really wanted to share their life-lines with the total group, feeling that they had missed so much by sharing with only one other person. We did not have enough time to do this, so we agreed to come a little early and share our life-lines with others as they arrived.
- b. Who-Am-I's--Each woman presented her list of Who-Am-I's in a very thoughtful way. Many of us focused our questions on how these definitions related to our leadership development. Many of the women directed their presentations to me as we went around in a circle, and I had been hoping for more shared participation.

4. Goal: To clarify the feelings we have about being leaders.

Procedure: Feelings I have, Feelings I want to share, Feelings I don't have

- a. Before we started this exercise we have some discussion about the fact that people were tired of going around in a circle. After discussing it we decided to proceed with the decision we had made to do this.
- b. Each woman shared her feelings according to the format. Some women said that they had changed their feelings list somewhat from the week before due to events that had been occurring in their lives this week (see Appendix 2).

III. EVALUATION AND REACTIONS

A. Rene

Session Two--Rene's reactions

1. Too much going around in a circle and too leader centered (on me). It is definitely time to get them more involved with each other in a total group activity.
2. Felt like we had laid the groundwork for progressing to more skill orientation and theory sessions on leadership and group dynamics. This was the end of the first phase on introspection on values, skills, socialization, Who am I now.
3. Could have made more connections back to lecturette on masculine and feminine and also female characteristics. Checking back after we had explored ourselves to see whether we fit into these two pictures. I think this would have helped me as a leader to tie things together more for me and for them.
4. Need to end on a more affirmative--closure note. Cheer at the beginning was good--need closing exercise--some kind of reinforcement for what happened during the session.
5. Life-line really hit me hard. I thought about it all night. It appeared to me that through our sharing, my socialization has been much less supportive of me being where I am today. I felt alone in some ways--finding it hard to relate to my own fears about being a leader or rather finding it difficult to connect with other women who might feel the same depth of feelings that I have so many times. I also recognize that this project is so important to me that I feel more stress in this situation--I am the leader here with some very mature and strong women who are also leaders in other situations. It took me a few days to get this in perspective and through talking with some of my friends felt better--after all I am here, I had overcome.
6. Talked to one woman during the week after the session, she said this was the most rewarding experience she was having in her life right now. Different from staff meetings, day to day concerns, something for her. She was learning a great deal she said and enjoying the contact with these women. This made me feel better. And it also indicated that I would like some immediate form of feedback after each session to tune into group. One thing I had not counted on was participating in all these activities myself, which brings me closer to myself and I lose a little of the objectivity of feeling where the group is at the end of each session.
7. This session did not come together as well as I had hoped. I did want the women to get to know each other on a more personal level, but I chose an exercise which made us very reflective on our whole lives--rather than focusing more concretely on the development of our leadership abilities.

B. Participants

Session #2 Journal Entries

1. Cheer--It felt great to get reinforcement for a successful leadership experience. It felt a little strange doing my life line because I didn't really feel entirely free to discuss various events or self discoveries which profoundly influenced me. This however was not the fault of anyone within the group. I am somewhat surprised at my list of characteristics and priorities. While I have--leader--an 8, I think I would rate it higher now. I feel it's part of my personality, i.e., nature, to be in leadership positions. Little thought or planning goes into how I lead, I just do it, which is now causing me concern. What do I do? What could I do better? What unconscious patterns have I set up for myself and those I'm involved with? 4-5 of my characteristics could be considered leadership roles by definition. Interesting.
2. This session never quite crystallized for me. Although J's quoting Marcus Aurelius, "Nothing that is human is alien to me" has made me think a great deal about the path to attaining such a view.
3. The Jungian view of masculine/feminine is interesting and once was very appealing to me--now I feel it is pre-androgynous, i.e, not integrated enough. I do subscribe to an androgynous, integrated role model of what used to be called and still is called masculine/feminine characteristics--needs a definition that doesn't use the stereotypes in its explanation of non-stereotypic behavior. Looking over the Who Am I exercise I've realized something rather alarming that self-image is more positive than the one I hold now (this is probably going to mess up your research). I'm attaching this question for your reference. One thing I notice is that the leading "definers" I used "friend," "wife-lover" feel distant to me--at least in any joyful way--it has been a very stressful strainful winter and I'm still wondering what it all means. I know I must be growing but I need some perspective to see how. I liked my life line, but don't feel "on course" with it now.
4. I did not like the Jung lecture. I find his views of the masculine and feminine tiresome. As a feminist and as a thinker I can much more readily accept Freud's view of women than Jung's. Except for a few stupid statements here and there (which have been widely publicized, even to the point of becoming poster-craft: "What do women want?") Freud is sound and sees the whole of human nature with astonishing clarity and insight. Jung seems to be trapped in dualities which I find too naturalistic and simple. I don't want to be an Earth Mother or a White Goddess. I don't want to be anybody's Great and Terrible Mother or an anima image. I simply want the truth of women's psychology no matter what it is.

I think that embracing Jung, the befuddled mystic, is too easy. Most feminists I know have rejected Freud on the basis of having read two or three short essays. But careful and extensive reading reveals Freud as a person of great courage and far more compassion than his manistic disciple who could not let go of religion. Freud was wrong many times as he attempted to understand the nature of womankind. Generally he viewed women as a biological creature. Jung viewed women as eternal and mythological. Both views deny women humanity. However, I'd rather be viewed as a biologically determined animal than as someone else's idea, a vapor, an essence or a wish.

I loved doing my own life-line and the "Who Am I?" exercise. I was sorry not to have been able to share those with the entire group. Sharing one-to-one with someone I don't really know often becomes far too intense for the other person if it is meaningful in the least for me. I need a group (more than one person) to absorb the intensity of my feelings and the range of my experience. Sharing the life-line with one person made me feel incredibly lonely as I found myself diluting and glossing over in response to overload signals.

This was not a very good session for me.

I. PLANNING

SECTION THREE

Wednesday, November 10

Time: 1:30 p.m.-4:30 p.m.

Goals

1. To energize the group and to reinforce positive behaviors as leaders.
2. To become familiar with leadership theory and to examine theory in terms of our own needs and values.
3. To provide an opportunity to further understand the Tri-Dimensional Leader Effectiveness Model as well as to practice articulating our own styles of leadership.
4. To gain feedback on this session and the training program thus far.

Design

1. Goal: To energize the group and to reinforce positive behaviors as leaders.

Objective: To focus our energies on this experience and to have an opportunity to glow in our successes as leaders and members of a group.

Procedure: Cheer

- a. Everyone is asked to stand in a circle
- b. Think back over your past week and identify one situation in which, as a leader or a member of a group, you felt good about some aspect of your behavior.
- c. Each woman takes a turn at sharing her success and the whole group claps, cheers, whistles, etc.

2. Goal: To become familiar with leadership theory and to examine theory and to examine theory in terms of our own needs and values.

Objective: In order for the participants to begin to define their own styles of leadership based on their own skills, values, and needs, I felt that it was important to understand the research that has been done in defining effective leadership over the years and to present a current model of leadership along with the task and maintenance functions of leadership as an effective way in which to consider their own leadership skills. A major objective in this session is to encourage these women to question the theories being presented, to question themselves about their own motivations, needs, skills, styles! I did not want them to be intimidated or labeled as a result of this presentation, but rather that they should begin to establish a sense of personal power, control, and clarification over their own unique styles of leadership.

Procedure: A. Lecturette on the review of the literature on leadership

Excerpt: Originally leaders were considered those who possessed certain traits or characteristics that were valued in all leaders--in order to be a leader you had to be above other men.

Later studies showed that leaders could be defined by what was needed in a certain situation (e.g., social leaders emerged to meet social needs, task leaders emerged to fulfill getting a job done quickly and

leaders emerged when there was a need for human interaction and discussion of how a group was working together). In other words, leadership depended on the situation.

Certain functions of leadership were found to be universally helpful in group situations--task and maintenance functions of leadership. These studies further hypothesized that leadership is based on functions appropriate and needed in any given situation and that these functions are performed by many individuals in an organizational or group setting--in other words leadership is distributed among members of a group rather than all being held in one designated leader. This does not displace the importance of a leader for coordination and development of a group, but rather points out that many functions that are needed in a group and the ability of all members to perform one or all of these functions at various times in the life of a group.

Hersey and Blanchard have made a further contribution to leadership theory through their addition of the maturity level of the group. In other words, the style of leadership that one chooses to use with an individual or group should be based on the situation at hand, and the maturity level of the individual or group one of working with at the time.

- B. Presentation of the task and maintenance functions of leadership.
 - 1. The task and maintenance functions of leadership were placed on the blackboard and I reviewed each function along with an explanation of the importance of both task and maintenance functions to the accomplishments of a group task (see Appendix 2).
 - 2. Questions and discussion

C. Presentation of Tri-Dimensional Leader Effectiveness Model

1. A diagram of the Hersey-Blanchard model was placed on the blackboard:

High Relationship Low Task	High Relationship High Task
Low Relationship Low Task	Low Relationship High Task
<hr/>	
Maturity	ability to take responsibility relative independence achievement motivation

2. I defined the four quadrants in terms of leadership style, using examples from the work situations that these women could identify with. Many times in the work of Head of Residence, the task is defined as building relationships and trust among individuals or groups. I then defined the maturity scale as it relates to the styles of leadership in these quadrants.
3. Questions and discussion. I encouraged the women to discuss this model in depth--to pull it apart, to think about themselves and their own styles in terms of its usefulness to them, to tackle it rather than being intimidated by it.
 - a. In order to stimulate further discussion and reflection about this model and also their own theory of leadership, I posed the following

questions, based on issues I have struggled with in my own leadership:

Am I a person too? (how much role, how much person)

Where do I stand on the continuum of dependence on me to interdependence among group members?

What is my theory of learning and growth? Do I want to move people from immaturity to maturity? How do I do it?

What are my main needs and expectations as a leader/person? Do I facilitate what is there or do I make my expectations known and move in that direction?

Is my relationship different with those I have little contact with and those I work closely with on an ongoing basis? Is my style different?

Studies done on women show that women are generally more relationship oriented than men and they look to others for encouragement and support. How does this fit into this theory of maturity?

- b. Since we would be reviewing our own styles of leadership and effectiveness scores on the LEAD, I wanted the participants to understand a little more about the organization in which they were working and practicing their leadership. Therefore I presented Edgar Schlein's distinction between the reward systems operating in business and the university setting.

(1) Business--utilitarian (rational-legal authority) economic reward.

(2) University--normative (use of membership status) intrinsic value reward.

The following questions were posed for the participants' consideration based on the above definition of the University. Many of the Heads of Residence in this program were new to their positions and might not be aware of the various issues that arise in leadership due to the normative and intrinsic value reward system that operates in the University.

(1) Resident Assistant Staff--low monetary rewards

(a) Were you chosen by R.A. staff?

(b) Did you choose them?

(c) What is commitment of staff?

(2) Students (population you are working with)

(a) Your role--Resident Assistant's role

(b) What are needs of constituents?

4. Feedback on our own individual styles and effectiveness scores according to the LEAD pre-test (see Appendix 2).

a. I passed back the LEAD scores that each woman had received on her pre-test. Each woman was asked her own predominant style as indicated on the score sheet and to consider this score in light of the group she was now working with--does your style fit with what they need? Questions?

- b. To go around in a circle and talk about each person's predominant style. How does your style (as tested) fit with your own sense of your leadership style?

4. Goal: To provide an opportunity to further understand the Tri-Dimensional Leader Effectiveness Model as well as to practice articulating our own styles of leadership.

Objective: To give each participant an opportunity to become more aware of her style of leadership and also to provide the opportunity for them to learn from the different approaches that may be shared in a group experience. To encourage the participants to consider further the four leadership styles presented in the Tri-Dimensional Leader Effectiveness Model.

Procedure: Situations (see Appendix 2)

- a. The participants are divided into two groups.
- b. Each group is asked to problem solve the five situations presented in the print-out in terms of the most effective leadership style, taking into consideration the four leadership styles presented in the Tri-Dimensional Model. If the group is not in consensus, then individual responses should be recorded.
- c. At the end of one-half hour, we will share our decisions as a total group.

6. Goal: To gain feedback on this session and the training program thus far.

Objective: To help in planning future sessions and to give me some on the spot reactions to this day's session.

Procedure. Open discussion

Readings: Hand out readings on leadership and training components (see Appendix 2).

II. SESSION THREE - IMPLEMENTATION

Refreshments were provided.

1. Goal: To energize and to reinforce positive behaviors as a leader.

Procedure: Cheer

The women came into the room slowly today. We didn't get started until 1:45 p.m. When I asked them to think of something positive that had occurred during the week, there were many groans and comments that they had had a terrible week and couldn't think of anything. Some women had no problem with this! I encouraged them to think of something they had done that was positive. After a while I said if they couldn't think of anything, then to say something that they really wanted right now. Eventually everyone thought of something--those who had experienced a bad week gave some history of that before saying their positive event. The cheering was not as up as last week.

2. Goal: To become familiar with leadership theory and to examine theory in terms of our own needs and values.

Procedures: Lecturette on Review of the Literature on Leadership
Presentation of the Task and Maintenance Functions of Leadership
Presentation of Tri-Dimensional Leader Effectiveness Model

This part of the session went as planned. I presented the lecturette on the leadership research, and reviewed the task and maintenance functions of leadership that I had placed on the blackboard. After my presentation of the Tri-Dimensional Leadership Model that I had also written on the blackboard, I put up two pieces of newsprint with

the questions I had posed, plus Edgar Schein's distinction between the reward systems operating in business and those operating in the university setting to help these women to see the differences in leadership (given role) in both organizations. Many women wrote down the questions I had posed. I discussed the reasons I had raised them--things I had thought about. There was some discussion as I raised the questions--mostly internal thoughts and exploration. There were some questions on the presentation, but for the most part the women were absorbing the materials and taking notes. I passed out the LEAD for each person that they had taken as a pre-test (the third page with their style scores and their effectiveness). There were many questions as to exactly what this meant. Then people considered whether or not they saw themselves the same way that the instrument indicated. Everyone shared their scores on style and effectiveness (this was suggested by a group member). There was a great deal of anxiety on the part of most women that this instrument was the law. I gave examples of how I had reacted to it--overreacted to it--wanting to make it according to this instrument. I emphasized several times the value I saw in this instrument--a way of looking at leadership, but that each of us was here to develop our own theory of leadership and to learn more about ourselves--this was not the final word on us as leaders. We discussed also the value of knowing the system and the situation in which you are working. Most people in the group are new Heads of Residence and it takes time to know the cycles and needs in a particular situation--to really get a handle on what is needed in terms of leadership style and when. Overall this

was a very stimulating discussion and brought the Tri-Dimensional Leader Effectiveness Model to life, as well as tying together some of the thoughts and ideas from the lecturette part of this session.

3. Goal: To provide an opportunity to further understand the Tri-Dimensional Leader Effectiveness Model as well as to practice articulating our own styles of leadership.

Procedure: Situations

We broke up into two groups and did the situations of leadership that I had made up. The small group I was in moved a little slowly and usually used situations that were similar in their own houses. I personally felt uncomfortable in participating in this exercise. I thought that my presence in my small group may have stifled some more spontaneous participation. I felt like I was being looked at as the expert--having the final word. Some of this was productive, but I really wanted these women to clarify their own styles of leadership. After the groups were finished I asked them how helpful this was in learning more about their styles of leadership. They said that they had a difficult time choosing a style based on the Hersey-Blanchard model. They said they did talk a great deal about situations they had been involved in that were similar.

4. Goal: To gain feedback on this session and the training program thus far.

Procedure: Open discussion

By this time it was 4:20 and I told the group I felt uncomfortable in asking for feedback due to the lack of time, but I felt I needed it for future sessions.

- a. One woman said she felt more intentional about what she was doing--really looking at her behavior.
- b. Journals and readings were brought up--was everyone keeping a journal. Some people were not keeping up with the journal--too tired--too many other responsibilities. Everyone agreed to try harder. Readings, one woman brought up that if everyone had read the readings, we could have just had a question and answer period on the whole first part of this session.
- c. Some people said that they had not reached the point yet where they were being intentional about what they were learning about themselves--not looking at their own behavior yet.
- d. Some women said that they really appreciated how prepared I was in each session--that they counted on it. And, that it was such a nice change from everyone groping around in a meeting--they like the direction being provided.
- e. One woman said that she wanted to give me a compliment. In most situations similar to this she would want a more intellectual approach and would put down all this stuff as School of Ed junk. But, in this situation, she did not feel this way at all and felt I made everything very palatable to her.
- f. One woman said she would like more on how to deal with small and large groups.
- g. Other women said they wished they could see themselves in action and specifically they wish they knew what functions they were using in different settings. Two women were going to give each other feedback on their behavior in the meeting they were about to attend. I told them that next week we would have an opportunity to get some feedback in this setting.

III. EVALUATION AND REACTIONS

A. Rene

Overall reactions from Rene:

1. Leave time to write a short journal entry on what they learned in each session.
2. Seemed that some people really need time to look at their own organizations and figure out what would be most productive in terms of leadership style and ability to feel good about somethings that they are doing.
3. I think because so many people were burdened with ongoing problems, that the design was a little too heady--people need to gather more strength and feedback on their own interaction with each other. We give it to each other in small ways, but so far the structure of the sessions hasn't provided this in any direct manner. (We didn't have time for the role-play exercise that would have given them some of this.)

B. Participants

Session #2 Journal entries

1. If leaders are made, not born, how was I made a leader type? I know it has something to do with my astrological sign, as well as my role as mediator/counselor in my family.

I find I can count on myself to perform task functions as well as most maintenance functions, primarily expressing feelings and harmonizing.

It was helpful to see how in the tests I emphasize both task and relationships in most situations and that I feel somewhat resistant to changing that style. Although lately in my colloquium I've experimented with letting the task slide in order to explore relationships. People seem to have a need to verbally widen their relationships within the group. On some issues, however, tangents become a way of avoiding an uncomfortable topic.

It seems that in most situations in my job, I end up using relationships to accomplish tasks or that the task is the relationship.

I must be assuming that my values of equal attention to task and relationship is what others should value. This assumes that most groups need support and structure. How much do I need to feel needed? This is directly proportionate to how much control I exert over a group.

I also never have time to process my feelings or behavior after a group before my attention and energy is drawn or demanded in another direction.

2. It is very clear to me now that there is a relationship between task and maintenance functions in a group. I need to be more critical of my own behavior in a group to see how I function in these roles. I have always felt, and I still feel that I concentrate on task functions more so than maintenance functions. That is not to say I don't engage in any maintenance functions. In terms of Hersey and Blanchard model of four quadrants, I do feel I perform or prefer high task and high relationship. Hey that sounds somewhat contradictory to what I just got through saying about task and maintenance functions of a leader, and how I perceive myself in these roles. Are these contradictory? Or am I just not fully aware of my leadership style?

I do see myself changing in little ways, that is, I do care more about relationship issues than I did before. But it's still surprising to me to see (test score) that I prefer to work in high task, high relationship or high relationship and low task more often than low relationship quadrants. The effectiveness score of 8 seems o.k. to me. I mean I wish I was more effective and sometimes I do feel very effective but 8 seems to be the norm for me. Hopefully as the course progresses on, at the end I would have improved in effectiveness.

Perhaps the thing is, I prefer task situations than what could be called "social" situations in general. So when I am in a working group situation such as RA staff area staff meetings, classes I teach; I feel safer or feel the need to work on relationships as one of the tasks. Perhaps I only work on relationships when I feel it'll help to get the major task accomplished. This all sounds somewhat pragmatic and cold.

Anyway, right now I feel more confused about my leadership style. I need to think about what I am learning and try to analyze myself more in situations.

3. When the concepts of task and maintenance came up and what they are comprised of were explained, I really felt good about having a framework to build on. At that point I began to really notice leadership styles as I sat at meetings throughout the week. Example--I started noticing leadership styles in a women's leaderless group with rotating facilitators. I felt inhibited for quite a while there because I was new to the group and everyone knew everyone. The less I talked

and harder it got to say something when I really wanted to. I'd double think myself out of talking. Then when I wanted to say things and assert myself, people didn't expect it and they ignored me. I had to repeat myself and be extra sure of myself since everyone had the image of me not having much input. Whew--it is getting better as I take on more tasks and am relied on more. But I would like more respect without overworking myself.

task/relationship--I think what I like in leaders was different than some people in the group liked and at first I thought I had to change. Is the best leader the one who gets the most done and is successful? What is success? I like groups where people have the space and trust for a lot of learning about process, not just product. Maybe I frustrated some people, and I'm always willing to work on a balance of the two. Process, feelings, relationships, etc. I have a lot of knowledge and energy for. I wouldn't work too well with a room full of men.

4. Although I've seen the relationship-task grid several times before, I do think it was helpful to present it in class. Until you're actually doing the job it's difficult to apply those concepts. I wish we could have done some more on how does one define the group as mature-immature, what kinds of things can I as a leader use as a testing ground to determine the level of the group's maturity. It was also important to discuss how the relationship/task grid applies to human services as opposed to business, since as one woman said, "our task is relationships."

5. I was gratified to have scored on the effective side of the scale.

I thought you presented the material for this session in an extraordinarily clear and acceptable way. This is the sort of thing I usually don't like and can't even listen to. This day I listened and learned. (During the time when you were leading the group, this is. When we went into small groups, I stopped listening and participating.

I didn't like the small group discussions to determine the most effective model of leadership for a particular situation. They were tedious and polite. I felt very impatient and intuitive--as if I "knew intuitively" and didn't want to think. After a while I became resistant and silent.

6. I found this theory really helpful in realizing that a working group had different phases and in trying to incorporate both the task and maintenance aspects of leadership (also in seeing different styles appropriate at different times).

7. This was an enjoyable session. The H & B model is interesting. Hearing about it made me feel that I was doing the kind of thing men learn about in management courses. But, of course, it was infinitely more pleasant to explore it in this setting, where reservations and criticism were easily accepted.

I. PLANNING

SESSION FOUR

Wednesday, November 17

Time: 1:30 p.m.-4:30 p.m.

Goals

1. To energize the group and to focus on the positive aspects of ourselves as professional women.
2. For each participant to receive feedback on their participation in a decision making group with specific focus on the use of task and maintenance functions of leadership.
3. To practice problem solving work situations that are dissatisfying to participants.

Design

1. Goal: To energize the group and to focus on the positive aspects of ourselves as professional women.

Objective: The participants have been getting bogged down in their daily lives on their jobs and have been having difficulty coming up with a success in leadership to cheer about each week. I want them to focus on the positive aspects of themselves as professionals during the first part of this session and to later problem solve some of the difficulties.

Procedure: Compliments

- A. In your journals, write down two things about yourself as a professional that you believe people can compliment you on.

- B. Write down one situation you are presently in where you feel dissatisfied with yourself as a professional.
 - C. Go around the circle and share compliments. Toward the end of the session we will problem solve, as a group, some of the dissatisfactions we are feeling.
 - D. Relax--think about something positive you have done during the past week as a leader or a member. Now, stand up and form a circle and give a cheer for each person.
2. Goal: For each participant to receive feedback on their participation in a decision making group with specific focus on the use of task and maintenance functions of leadership.

Objective: I believe that the most important learning comes from direct interaction with one another in a group setting, and so far this has been missing in terms of direct feedback to one another about the way in which they perceive each other's skills in a here-and-now situation. I also wanted to give the participants an opportunity to reflect on their learnings thus far in the training program and to consider the areas of leadership that they wanted to focus on for the remainder of the program.

Procedure:

- A. In order to reflect more on our own participation in groups and with one another, we are going to engage in a group decision making process. You will have thirty minutes to accomplish the task described on the blackboard. While you are involved in making

this decision, I will observe the total group. At the end of thirty minutes I will give you process sheets to fill out on your own participation and your reactions to the participation of other group members.

Task: You have thirty minutes to come to a consensus on the skills, theory, issues that you feel are most important for us to address during the remainder of the program (two 1/2 day and one full day). You may consider your learnings thus far, goals you entered with, ongoing issues that you currently face as leaders, etc.

- B. Group engages in decision making for thirty minutes.
- C. Rene observes.
- D. At end of thirty minutes reflection sheets are passed out and each member fills out her sheet keeping in mind the task and maintenance functions that each person exhibited during this process.
- E. One person volunteers to share her reflection sheet (the top part which discusses her feelings about her own participation). Someone else volunteers to keep notes on the feedback she will receive from the rest of the group members. At the end of the feedback session, she asks questions, expresses her feelings about feedback given to her. This proceeds around group. Rene adds her comments to individuals and at the end processes the whole development of the group as it engaged in decision making.

3. Goal: To practice problem solving work situations that are dissatisfying to participants.

Objective: It appeared from previous sessions that the women were getting bogged down in work difficulties. I felt that it was important to problem solve some of these situations and give the participants an opportunity to decide upon positive steps toward working with these problems.

Procedure: Dissatisfactions as a professional

- A. Using the situations that you wrote down in your journal concerning dissatisfactions with yourself as a professional, we will role-play some of these situations and engage in group problem-solving around these issues.

II. IMPLEMENTATION

SESSION FOUR

Only four women came to the session this week. There was a mix up in the room assignment and two women could not find the room. Another woman came to the session to tell us that she was having an emergency situation in her house that involved her role as Head of Residence. We invited her to return to the session after she had attended the necessary meeting. She said she would really like to if there was time. Refreshments were available for participants.

Goal: To energize the group and to focus on the positive aspects of ourselves as professional women.

Procedure: Compliments

The women wanted to do a cheer, but the room was too small, so we sat around the table and shared our week's experiences.

1. We shared the compliments with one another, and some of these follow:
 - a. Writing clear, useful memoranda, reports and letters
Being somewhat open and responsive to people's requests for advice or action.
 - b. Ability to be dynamic and effective spontaneously in group situations.
(women only) think on my feet.
Ability to grasp what essence of situation (dilemma) is quickly and to get at feelings, fears, needs in non-threatening way.
Make person feel better, resolved, o.k., supported.

2. Difficult situations expressed:

- a. Telling people they have not been selected for something-- explaining to people why they were not chosen--feelings of wanting to please everyone. It is especially difficult to disappoint women.
- b. How to please everyone in your house--being all things to all people and not having any time left for reflection on self.
- c. Making decision that you know some people will disagree with and not understand.
- d. Although I know that nobody can meet everyone's needs, I sometimes feel put down, depressed, deflated when I realize that I am not meeting all the needs of people whose needs I feel I should or would like to meet.

3. After sharing our lists of dissatisfying situations, the discussion was very stimulating and free flowing:

- a. Differences between men and women emotionally--making decision, amount of concern that goes into everything women do--trying to please, making self understood, etc.
- b. Wanting to talk with a woman who is director of an important student affairs department to see how she handles being in a position where she has to make decisions that people don't like. How does she cope? Can we?
- c. Setting priorities--making choices--one woman said maybe she should just accept that she likes to be really involved. This decision came after a lengthy discussion of looking at all the

activities she was involved with and realizing that she really enjoyed all of them.

- d. We discussed fear of rejection as the base of many of our dilemmas concerning decision making and disappointing others. One woman said she internalizes unrealistic expectations and is afraid of failing, people not liking her or being dissatisfied.
- e. We talked about one woman turning off her emotional investment and not letting men see her emotional side--one way to handle the stereotype of women being too emotional. This especially related to situations in which you had tried previously and just didn't get anywhere. It just didn't seem worth the emotional strain and never getting anywhere and feeling like you were never valued or listened to with an invested and emotional response. However, we discussed showing emotions and felt in general that admitting emotions can be a strength in many situations--not a weakness.
- f. Learning from experience--when to make decisions and be firm and not always try to compromise--waste of time after you have experienced same situation so many times.
- g. The remainder of the time was spent in problem solving a situation presented by three women who were working in the same residence hall area. The discussion started around how to run a meeting--so much time seems to be wasted in most meetings these women attend. We also discussed the importance of the environment--sitting in a circle so everyone felt included. The problem presented was that these women felt that area goals needed to be set in order for them to feel some cohesion and sense of direction

in the area that they were working in. There never seemed to be enough time in meetings to come to any decision and the same items were discussed at meetings without any conclusions being reached. We brainstormed some ideas after diagnosing what the problem seemed to be. An idea of a retreat was brought up--a two or three day period where the whole staff could get away and spend time on setting goals. The women agreed to bring this up in the staff meeting and support each other in the discussion. One thing they realized was that they had not been supporting each other as much as they could. An outcome of this was that this area did have a retreat at the end of the semester (just before second semester started) and goals were set.

III. EVALUATION AND REACTIONS

A. Rene

Rene's Reactions:

1. I was upset because the room was not on the schedule in the Campus Center. I put up a note next to the elevator, but it must have been taken down. I felt irresponsible about this mix up and upset because so few women came to the session.
2. It turned out to be a very exciting and productive session. However, I had to pull myself up and really try to revise my plans to get into it. I also realized that the part of the session where we did our successes had become a very important part of the session for these women--it felt very much like a support group environment. People were eager to share and to catch up with one another.

B. Participants

1. Expectations of men different--are they plagued with self doubt-guilt. do they feel, break down, talking about it makes me tense, get choked up, they have power--control, that's the way things are--more experienced and calloused, who are they really--they avoid action--don't get shit for it, women do worrying for men.

Being emotional can be a strength, admitting emotion doesn't mean admitting weakness, internalizing unreal expectations, afraid of failing--people not liking me or being satisfied

spread self too thin

Referring to discussion about area staff--time and organization, basic issues we must deal with--collective strength--what are our priorities? confuse issues with process--outside facilitator--alternate convenor later--HR from another area.

I obviously need to be overwhelmed and constantly in demand--power, proof of need, etc.

Having unreal expectations of yourself constantly becomes self-defeating behavior, however busy and worthwhile you feel your work is. Setting yourself up to fail.

2. A good question, especially forcing one to compliment oneself. Only half the group was there, and I felt, as in no other sessions, more of an advisor, less a member. I found it fascinating to problem

solve an issue in which I personally was not involved. Perhaps it might be possible in such a course to structure a "consultant" experience.

3. Looking over journal section I attached--it's obvious I'm more aware of dissatisfactions with myself than satisfactions. The section of this session on N. E. area goal setting also reflects this again. I'm aware of how self-critical I am affects my assertiveness (which was a problem in that NE task), how it undermines my confidence in my own perceptions/abilities, etc. and keeps me from getting my needs fulfilled. This is very conflicting and still a problem.

I. PLANNING

SESSION FIVE

Friday, November 19

Time: 9:00 a.m. - 12:00 noon

Goals

1. To energize the group and to focus on our successes as leaders or members.
2. For each participant to receive feedback on her participation in a decision making group with specific focus on the use of task and maintenance functions of leadership.

Design

1. Goal: To energize the group and to focus on our successes as leaders and members.

Objective: To focus our energies on this experience and to have the opportunity to feel positive and reinforced in our leadership and membership skills.

Procedure: Cheer

- A. Everyone is asked to stand in a circle.
- B. Think back over your past week and identify one situation in which, as a leader or a member of a group, you felt good about some aspect of your behavior.
- C. Each woman takes a turn at sharing her success and the whole group claps, cheers, whistles, etc.

2. Goal: For each participant to receive feedback on her participation in a decision making group with specific focus on the use of task and maintenance functions of leadership.

Objective: I believe that the most important learning comes from direct interaction with one another in a group setting, and so far this has been missing in terms of direct feedback to one another about the way in which they perceive each other's skills in a here-and-now situation. I also wanted to give the participants an opportunity to reflect on their learnings thus far in the training program and to consider the areas of leadership that they wanted to focus on for the remainder of the program.

Procedure: Group Decision Making

- A. In order to reflect more on our own participation in groups and with one another, we are going to engage in a group decision making process. You will have thirty minutes to accomplish the task described on the blackboard. While you are involved in making this decision, I will observe the total group. At the end of thirty minutes I will give you process sheets to fill out on your own participation and your reactions to the participation of other group members.

Task: You have thirty minutes to come to a consensus on the skills, theory, issues that you feel are most important for us to address during the remainder of this program (one 1/2 day and one full day). You may consider your

learnings thus far, goals you entered with, ongoing issues that you currently face as leaders, etc.

- B. Group engages in decision making for thirty minutes.
- C. Rene observes
- D. At end of thirty minutes reflection sheets are passed out and each member fills out her sheet keeping in mind the task and maintenance functions that each person exhibited during this process (see Appendix 2).
- E. One person volunteers to share her reflection sheet (the top part which discusses her feelings about her own participation). Someone else volunteers to keep notes on the feedback she will receive from the rest of the group members. At the end of the feedback session, she asks questions, expresses her feelings about feedback given to her. This proceeds around the group. Rene adds her comments to individuals and at the end processes the whole development of the group as it engaged in decision making. An observation form was passed out at this time to help participants focus on issues to pay attention to in processing a group (see Appendix 2).

Readings: Hand out readings on group observation.

II. SESSION FIVE - IMPLEMENTATION

Introduction

Cider and cookies were available as the women entered the room this afternoon. The chairs were arranged in a circle and the goals for the day were placed on the blackboard.

1. Goal: To energize the group and to focus on our successes as leaders or members.

Procedure: Cheer

- A. The women were ready for the cheer today and it did energize us. Two women had nothing to cheer about, so we gave them a cheer and hoped they would have something next time.

2. Goal: For each participant to receive feedback on her participation in a decision making group with specific focus on the use of task and maintenance functions of leadership.

Procedure: Group Decision Making

- A. Rene's observations:

The women were surprised that only two sessions remained. There was some talk about the importance of this group to these women. Time seems to have gone by too fast.

Slow start--two women jumped in to give some direction. B and A suggested and supported each other on the idea of looking at original goals. Some women looked for the goals they had written on their name tags the first day. One woman said all of her goals had been met except conflict strategies. During the overall

process of the group, two women did not contribute their needs at all and the group did not ask them to become more specific. One woman tried to organize some of the ideas into a plan for the two remaining days; however, this plan only took into consideration the primary needs of two members.

B. Many suggestions were made and two women took notes on them:

1. Role playing--acting out a staff meeting
2. Balancing power
3. Concretize what you want from facilitator
4. Summarization, paraphrasing
5. Reflecting feelings
6. Criticism
7. How to get feedback
8. Facilitate a discussion--process person
9. Large group leadership
10. Tyranny of structurelessness (all female)--not deny, able to admit to this--productive vs. non-productive
11. Process/leader
12. Group undermines leader--how to deal with this
13. Assertiveness
14. Tap into others' skills--everyone in group must have skills --share them
15. Cutting off someone on a tangent
16. Generative list of things hardest to do
17. Analyze--pinpoint what is needed
18. Closure of group

C. General discussion after the exercise:

Most women were frustrated because they did not have an opportunity to finish the task. Many of the women said that they wanted to give structure to the way of going about the task--and several put out small feelers in this direction, but they were not forceful about it--after all everyone in the room was a leader, so who were they to take over leadership.

D. Each woman filled out her reflection sheet. One focus person read her comments on self and then everyone who felt comfortable

gave feedback. Another member wrote down all the comments to give to the person who was being focused upon.

The feedback session was very valuable for the women--they received feedback they had not thought about before--and they handled the whole situation in a very mature manner. The one woman who had not participated much at all during the task session began to warm up and become more involved. We spent time with her in clarifying for herself that she often did not participate as a member of a group. One woman recognized her leadership style as being high relationship--which the LEAD had indicated to her two sessions ago.

III. EVALUATION AND REACTIONS

A. Rene

Rene's reactions:

On the whole I felt wonderful about this design. It really accomplished what I wanted it to--for these women to interact with one another in the here-and-now and to also receive feedback on their participation in a group. It was a good beginning, more here-and-now practice is needed.

What I would have done differently:

1. One woman came up to me after the class--a woman who had missed the Wednesday before and said she was angry with me because she had missed the class and I had called her to remind her about Friday, assuming she had purposely missed Wednesday. The two women who did not come on Wednesday had checked with the scheduling office in the Campus Center and had been told the class was cancelled. I felt awful. We talked and I said I had been really down for two days about the whole thing and trying to think what else I could have done to find the women and bring them to the room assigned. I really felt bummed out, and later talked to D in front of the elevator where she told me not to feel so bad. She realized that for the past few sessions she had been going home and crying after the sessions. Then she got in touch with her--the anger she had been feeling towards her residence hall--and felt it was important to say when she was angry instead of feeling sorry for herself. I reinforced her behavior and said I was glad she had told me about it--I just had to deal with my own feelings about the mix up.

A couple of days later I realized that the pressure of fitting everything in and keeping the design flowing was making me forget the human element involved in this program. I should have given a few minutes at the beginning of the session to allow the women who had missed the session to catch up and get filled in. I constantly feel like I am half there because I want everything to go well and my anxiety is always in the way. I will try harder to leave time for the human element--them and me. I wrote a letter to participants talking about this and also reminding them of their suggestions for training program (see Appendix 2).

B. Participants

Session #5 Journal entries

1. Good group exercise though somewhat anxiety producing for me. I made my ideas clear, said what I wanted, clarified myself until I was heard but did not take responsibility for what happened in the group as a whole--process. I was involved, into what was happening, not observing it. I had no conception of a group plan or resolution. I was unaware that the task was somehow separate and unimportant to the process itself.

As my feedback sheet indicates, I did 'forget myself' in the group. It was wonderful to receive feedback on how I'm perceived.

2. I felt somewhat strange in class today. I really laid back--I said hardly anything. In the beginning I didn't mind not participating. I didn't have a clear need of my own nor the desire to take charge. Towards the end of our thirty minute discussion I was beginning to feel somewhat uncomfortable. I wasn't crazy about some of the issues planned. I was also not very verbal when it came to giving feedback to others in class. I felt very vague and non-specific, non-articulate. The strange thing was simultaneously I felt calm and relaxed, also content with myself in the class. These feelings don't seem complimentary. I would think I should have been anxious, nervous, etc. about being in such a vague state of mind, non-specific. Thinking about it some more, one of my concerns in therapy was my inability to deal with structurelessness and vagueness. Everything had to be in order, specific and concrete. Otherwise I would have a hard time coping with the situation and anxious to a point of getting in my way. As I gained insight into why I needed structure and order so much, I think I began to let go a little, bit by bit.

Perhaps that's it. Maybe that's why I didn't feel anxious which seemed strange. Perhaps I am beginning to feel more comfortable about such situations. I don't think I'll ever completely change how I am, and I don't think I want to either. I just want to be more comfortable with myself. It's very exciting to see me move towards that state.

In terms of feedback I got from the others, yours and J's came home to me most. I do think I should begin to state myself more in groups even if it is to say, "I don't have any needs or questions, etc. it's o.k. especially I see the need to do that as support for others who are initiating or implementing. I know that when I have been on the other side (as a leader, with responsibility to implement) behavior like mine today in class would have frustrated me.

3. During this session (within an exercise) I designed a model for the next class with which I was very pleased. I felt very much in control of this exercise and yet did not feel that I was "controlling" in the negative sense. On this day I felt strong and powerful, in full possession of all my senses and skills and in the right proportions. I was inspired and felt that I was radiant and glowing with the joy of "the creative person." I could have conducted a symphony orchestra or directed the Royal Shakespeare Theatre company. My feelings were immense, some positive and some negative. Most of the time my mind was free-floating and I was entertaining myself with the accomplishment of grand, imaginary tasks. I had very strong feelings towards people in the group that day--very maternal and protective towards some, and impatient and resentful towards others. Every now and then I experienced a flicker of fear that someone would see through me and know what I was thinking and feeling--beyond the design, beyond the ordinary interaction. I think in retrospect that I was beginning to feel loss, feeling that soon I would not have these people anymore and that I should quickly reveal who I am (really), or else they would have known me, but never really known me. I was having difficulty dealing with closure, separation and loss. The group had, by this time, become very important to me.
4. This was a fascinating session. D. in full sail--so enjoyable. How kind you were, Rene. I'm learning--when I am in a group which is drifting or muddling or confusing me in some way, I sometimes feel the most dignified thing to do is to contribute a little but now follow my instinct as to what is wrong and be assertive about it. This was a clear example of that tendency. Being assertive and expressing my perception is quite likely to be valued by a group--certainly a supportive one like this.

Today's class in which the group had thirty minutes to arrive at consensus on the issues of skills and theories we would like to cover in the last two sessions was fascinating. We did a poor job of the task and a great job of processing the poor job we had done. I feel this group (in spite of that unsuccessful venture) is capable of anything. We could plan the staff development program for all residence hall staff, we could iron out all the confusion about RA Training (policies, etc.). I believe this, even though only two of us have more than three months experience on the job. Why?

- a. We have come close enough to share some useful feedback, but not so close as to become too entangled to focus on a task.
- b. These are sensible, practical, sensitive women.
- c. We are serious but can laugh at ourselves.

I. PLANNING

SESSION SIX

Wednesday, December 1

Time: 1:30 p.m.-4:30 p.m.

Goals

1. To energize the group and to share successes during the past week.
2. To decide upon the length and content of the remainder of the training program.
3. To practice skills in planning and design

Design

1. Goal: To energize the group and to share successes during the past week.

Objective: To focus our energy and attention on the training program, and to reinforce positive leader and member behaviors we have demonstrated during the past week.

Procedure: Cheer

- A. Everyone is asked to stand in a circle
- B. Think back over your past week and identify one situation in which, as a leader or a member of a group, you felt good about some aspect of your behavior.
- C. Each woman takes a turn at sharing her success and the whole group claps, cheers, whistles, etc.

2. Goal: To decide upon the length and content of the remainder of the training program.

Objective: The overall objective of this section is to practice decision making in two areas: the length of the training program, and the content of the sessions. In the process of making these decisions, we will again focus our attention on the data we have collected thus far in the training program about the areas in which we would like to increase our skills and knowledge.

Procedure: Where do we go from here?

- A. The following was placed on newsprint in order to facilitate discussion and decision making concerning the length and general content of the remainder of the training program.
 - I. Goal--To decide upon length of training program
 - A. Training program so far
 - 1. Exploration of values, skills, feelings and environment
 - 2. Exploration of who we are as individuals--ways in which our socialization has enhanced ability to be who we are--ways in which we have overcome our socialization
 - 3. Our styles of feedback
 - 4. Feedback on our behavior in a group situation
 - B. Where are we going
 - 1. Enhancing and increasing our skills as leaders and members
 - 2. Understanding our own styles better--increasing knowledge of self

C. How can we get there

1. Plan A (4 sessions:
 - Wed., Dec. 1, 1:30 to 4:30
 - Fri., Dec. 3, 9:00 to 5:00
 - Wed., Dec. 8, 1:30 to 4:30
 - Fri., Dec. 10, 9:00 to 2:00

- a. Wednesday, December 1

- (1) Decide upon three leadership issues around which to design role plays, and practice our leadership
- (2) Choose co-trainer
- (3) Design one hour session on your area (#1)
- (4) Design a half hour session on way in which group members can give you feedback on your leadership in hour-long session
- (5) Practice planning skills

- b. Friday, December 3, 9:00-5:00

- (1) three sessions - one hour each
one half our feedback to leaders

- c. Wednesday, December 8, 1:30 to 4:30--skill session

- d. Friday, December 10, 9:00 to 12:00--Reflection on training program. Where do we go from here?

1 to 2 post tests

2. Plan B (three sessions--Dec. 1, Dec. 3 and Dec. 8)

- a. Wednesday, same

- b. Friday, same

- c. Wednesday, final session and post tests

3. Plan C (three sessions, plus one hour)

- a. same

- b. same

- c. Extra hour added on for post tests, allowing three hours for final session

- B. I discuss my overview of the remainder of the training program, emphasizing the outline on the newsprint:
1. So far in this training program we have done: (1) exploration of our values, our skills, our feelings about being a leader, the type of environment we would like as a leader; (2) who we are as individuals and the ways in which our socialization has enhanced our ability to be who we are and the ways in which we have overcome our socialization; (3) our styles of leadership; and (4) we have received some feedback and reactions to our behavior in a group situation.
 2. My own personal overview of the goals we are working on now are to enhance our skills as leaders and to learn more about ourselves as leaders. The way in which we can benefit most from the time we have left, in my opinion, is to practice our leadership skills with one another--using some of the skill areas that we feel we need to work on the most. Therefore, I propose that we use today to decide upon three areas in which we would like to increase our skills as leaders.
- C. Discussion of the general content proposed in the outline on newsprint
- D. Discussion and decision about length of training program (Plan A, B, or C)
- E. Choosing the skill areas that we will practice in the next session.

1. Go over the newsprint on which is listed the values and skills we originally generated for our ideal woman leader, plus the suggestions from our last session concerning the issues that the participants wanted to focus on for the remainder of the training program:

On newsprint

<u>Values</u>	<u>Skills</u>
encouraging potential	deals with conflict
optimism	gives support
loving/nurturing	is in touch with self
wisdom	gives feedback, positive and negative
self, body and soul	confronts
cooperation	inspires others, has wisdom
imagination, creativity, ideas	is not manipulative or flirtatious
tolerance	not able to be manipulated (especially by men)
open-minded	states expectations clearly and follows up
authenticity	admits weaknesses and mistakes
strength, competence, endurance	thinks out loud, on her feet
interpersonal exchange	motivates others to do work
commitment to personal and political goals	assertive
passion/enthusiasm	knows when to summarize and when not to
other people	speaks clearly
maturity	
growth	
humor	
independence	
feeling	

From previous meetingValuesSkills

generating a list
of things hardest
to do

analyze--pinpoint
what is needed

closure of group

role playing, acting out a staff meet-
ing

balancing power

concretize what you want from a facili-
tator

summarization and paraphrasing

reflecting feelings

criticism

how to get feedback

facilitate a discussion--process person

large group leadership

tyranny of structurelessness (all fe-
male) not dey, able to admit to that,
productive/nonproductive

process/leader

group undermines leader--how to deal
with this

assertiveness

tap into other's skills--everyone in
group has skills; share them

cutting off someone on a tangent

2. Using the data on newsprint or other leadership skills that are important to you, write down two skills that you would like to work on during our next session.
3. Write all the suggestions down on the blackboard. As a group combine and narrow down suggestions into three areas. Each of the three areas will represent the skills around which co-trainers will design a role-play to facilitate trying out these specific leadership skills.
4. Decide upon co-trainers based on similarity of skills that women want to practice.

3. Goal: To practice skills in planning and design

Objective: To help participants to learn to be purposeful in preparing for a group meeting. Many of the women had expressed their discontent with time wasted in meetings. I believe that this exercise will help them to see that they can facilitate a meeting in a more meaningful way due to their planning and design beforehand.

Procedure: Designing role-play activity

A. Each participant sat with her co-trainer

B. I handed out two sheets to help the co-trainers to design their role-play.

(1) The first sheet was a step-by-step process in planning the actual role-play (goals, design, and evaluation). (See Appendix 2.)

(2) The second sheet required the co-trainers to specify their individual goals for receiving feedback from the group on their leadership behavior in the role-play, and to design a method in which the group would give this feedback. (See Appendix 2.)

C. I briefly explained the purpose of these sheets, and asked the co-trainers to begin to design their sessions. I was available for more specific questions as the need arose.

II. SESSION SIX - IMPLEMENTATION

Introduction

Cider and cookies were available as the participants came into the room. We had been assigned a very small room, so we decided to work at the tables provided rather than forming a very tight circle. Due to the newsprint on the walls and the later use of the blackboard, this configuration was conducive to today's session. The goals were placed on the blackboard so that the participants would have an overview of the day's session.

1. Goal: To energize the group and to share successes during the past week.

Procedure: Cheer

A. We did not do a cheer, but shared in general discussion how we were feeling. We then went around the table to share specifically. This was a very nice feeling and people who had been in bad moods or had tension headaches, or who weren't feeling well in general said it was so good to be here and that they felt better being here together. D. was missing because her son is very ill. She will not be here on Friday either.

2. Goal: To decide upon the length and content of the remainder of the training program.

Procedure: Where do we go from here?

A. I discuss my overview of the remainder of the training program, emphasizing the outline on the newsprint.

1. Immediately the participants talked about the difficulty in planning a session in which the group is about to make decisions and buy into more risk taking behavior.
 2. Everyone chose Plan A--two more sessions. J. is taking her orals for her master's on Thursday of next week and said it would really be nice to know that she could come to this group on Friday.
 3. I told the group that I believed they would learn a great deal from planning a workshop for this group and getting feedback on their leadership style, but that I was willing to be responsible for designing all day Friday if they really had objections (referring back to comments in #1). Women said that they felt it would be easier if I planned, but also realized that they learned more when risk was involved and that this supportive atmosphere was one in which they felt better about taking risks.
- B. Choosing the skill areas we will practice in the next session:
1. After going over the newprint on values, skills and suggestions from decision-making exercise, the women wrote down two skill areas that they wanted to practice. I listed all the suggestions on the board and we narrowed it down to three areas:
 - a. State expectations clearly--follow up (assertiveness)
Balance of power
 - b. Group undermines leader--defining self as a leader
Testing authority--expected (role)
and
leaderless
Conflict with leader
Authority

- c. Confronting people on attitudes and behavior and at the same time being nourishing and open minded
 - Tangents--out of context statements
 - Rude to leader--put-down, aggression
 - Anger--about decision made or in general

Other areas to consider in general during role-play design:

- pinpoint what is needed--think quickly
- summarization--paraphrasing
- getting members to be more assertive
- reflecting feelings

2. I suggested that we pair people for co-training based on similarity of skills that they wanted to work on--this was satisfactory.

(a) After deciding on co-trainers, B. asked if we shouldn't be working on an area that we knew more about rather than one that we wanted to learn about. I said that this was a legitimate suggestion and how did other people feel. After a few comments by women saying they preferred to try something that required more risk, everyone said they would prefer the way we originally broke down. B. said she didn't agree, but you win some and you lose some.

3. Goal: To practice skills in planning and design.

Procedure: Designing role-play activity

- A. I handed out planning sheets for the design of the one hour session and the design for feedback. I briefly explained the purpose of these sheets and made myself available for questions as needed.

- B. The women worked in pairs on their design. One dyad asked me several clarifying questions, and the rest of the women worked independently from me. There was a great deal of talk and reflective times. Everyone is meeting outside of class to finish designing. We decided on time blocks for Friday--when each dyad would do their role-play--before we left for the day.

III. EVALUATION AND REACTIONS

A. Rene

In general I felt good about the session. Everyone was responsive and seemed to get into the planning and decision making. During the time when we were putting up our suggestions, we discussed various situations and how to deal with them. The mood in general was one of really enjoying spending time together and really able to work with one another--be task oriented.

B. Participants

1. Good session. Good leadership from Rene--sufficient structure. Enjoyable planning which J. with whom I had not worked before. This is a role in which I feel comfortable working with another woman to get something done.
2. I feel designing a role play situation to test out leadership behaviors helped a whole lot. I didn't exactly accomplish my goals of practicing or mastering new behavior, but I did get some valuable feedback on other skills I demonstrated.

I. PLANNING

SESSION SEVEN

Friday

9:00 a.m.-5:00 p.m.

Goals

1. To practice leadership skills and to receive feedback on leadership.

Design

1. Goal: To practice leadership skills and to receive feedback on leadership.

Objective: To give the participants an opportunity to practice leadership skills that they perceive as being difficult for them. In practicing these skills in a supportive environment, it is hoped that the participants will be reinforced for skills they already possess, plus gaining insight and direction in skill areas that they need to work on.

Procedure: Three role plays designed and led by participants

- A. Each pair of co-trainers is given an hour and a half in which to:
 1. Present the theme of the role-play and assign roles to participants
 2. Practice leadership in role-play situation
 3. Receive feedback on leadership based on goals they have established for feedback

II. IMPLEMENTATION

Refreshments were provided in the morning and afternoon.

1. Goal: To practice leadership skills and to receive feedback on leadership

Procedure: Three role plays designed and led by participants

Situation #1: Role-play was to be designed around being able to state expectations clearly and follow up (be assertive), and the balance of power within a group situation.

Role-Play: Resident Assistants are meeting with their co-Heads of Residence to decide upon the type of racism training that the staff will participate in and will enable them to do racism training with residents in their dormitory

- Roles:
1. Radical person
 2. Nice, naive, sweet
 3. Assertively things everyone is oppressed--why change
 4. Perceptive, sensitive--confused by group--constructive
 5. Quiet, scowling, not constructive, critical

Situation #2: The two women responsible for this role play decided to lead separately.

Role play was designed around issues of supporting feelings when in conflict with their own.

Speak clearly (assertive about feelings and opinions)

Sensitive to group members--level of comfort

A. Situation: J. made a decision to enforce a university policy--no one lives in the dormitory who is no longer a student. The purpose of this meeting was to have RA staff buy into her decision and to discuss their feelings about decision.

Roles: 1. Wrong, no need to put the person out of dorm (this person was the RA on floor that person was being removed from). She is hostile towards J's use of authority

2. Agrees with decision--supports J

3. Wavering--sees both sides

4. I can understand on philosophical base--but not in this situation

5. Be yourself

J. accomplished all of the goals above. She was very calm and took time to respond with her feelings. No criticisms to any extent were given. People commented on her ability to limit the amount of emotion that she shows on her face--she explained that this was probably cultural. J. expressed that this was a good experience for her.

Situation #3: Same goals as above

B. Situation: Trying to get RA staff to buy into the decision to select RAs for the coming year--the RAs this year were elected.

- Roles:
1. slick--you just don't understand--con man
 2. understands perspective--hesitant to support
 3. very quiet--silent--difficult to know where person stands
 4. very open-minded, but can't make up mind
 5. opposing opinion--elect RAs

B. did very well at listening to others and responding to them. She dealt with disagreements and conflicting opinions from hers without putting anyone down. She was clear, direct.

Criticisms: encourage quieter members to get involved, encourage member that is quietly agreeing--too much attention to talkative members. Be more direct--owning own involvement in decision-making clear your own needs in terms of selection

This was a good discussion in terms of how honest you can be in a situation where consciousness is very low and opinion and power base is very high (all male dorm--strong RAs for status quo--very few changes) I think at least we helped B. to think about writing down her reasons for wanting selection in a very clear way before bringing it before her RAs.

Follow-up: She had this meeting with RAs and said that this practice session and feedback had really helped her to be able to handle the situation very well. She did go back and write down all of her own reasons.

Situation #4: Role-play was designed around issues of conflict and confrontation. To be able to confront and still remain open-minded. To be able to hear opinions and clarify them. To be able to stop people from going off on a tangent, dealing with anger and rudeness. (Wanting to be able to use a light touch, not to provoke attack, and not to allow people to put her down.)

Situation: Several staff members have expressed a concern that some staff are carrying the whole load of committee work in the area, while others do not participate in committees. We shall discuss ways to equalize the distribution of committee work.

- Roles:
1. works hard, wishes others would be more responsible--can't force anyone
 2. supportive, works hard, helps to resolve issue
 3. antagonist, male, defensive
 4. female, angry at all, turns on us, why haven't we forced them to
 5. male, not involved, refuses to participate or consider, haughty, you're fools, I'm getting a degree

This was a very interesting meeting--women did committee work and two men did not. J. and J. did well in responding to anger, rudeness, put-downs. They were strong, but still left impression of trying to convince men of necessity to do more committee or commensurate work. They left the burden of a final decision on following up with men outside of staff meeting to involve them in commensurate work.

In problem-solving this situation, the women agreed that it would be better to have gone into meeting with an established procedure which didn't pit the women against the men or require the women to defend themselves. We discussed this solution in terms of the ongoing dilemma involved in this particular group of people.

One of the women doing the leading felt like she just gave up under the strain of the whole issue. She really did quite well, but backed out a little toward the end. Both women felt like the feedback was very helpful and the problem solving, too.

III. EVALUATION AND REACTIONS

A. Rene

The whole day was a very invigorating one for me. Not only did the women leading the role-plays have an opportunity for feedback, practice in planning and leading, but we all had opportunities to try out many different kinds of behavior--including anger that I felt was very important. Women so often hold in their anger, that it was an opportunity to get out some of the anger and to see how it affects other people. We all lived through, what felt like, some very real situations together, and we were very whole at the end of the day.

B. Participants

1. This session wasn't as personally rewarding for me primarily because by the time it was my turn I was getting progressively sicker and unergetic in my role as leader. I lost my spirit and interest in seeing the group work things out. I was conscious of my role and impatient with everyone's seemingly relentless stubbornness. I felt as if everything was out of my control and I hadn't the energy or interest to get it back. I got a sense of what I need/want to work on in myself which was most important to me.
2. It was one concrete opportunity for me to get feedback on my leadership style. I believe it was the only time I've gotten such feedback.
3. The actual experience of working with a group, i.e., the class, was most helpful. As a member or a leader I think I see myself acting in a way that others interpret differently. Comparing how we present ourselves through description to how we actually act was enlightening.
4. I enjoyed these role play situations a lot. (I guess I'm secretly an actress at heart.) I found that (1) I could get into the "character" I was playing even though several of them were characters I personally would find antagonistic; (2) doing this allowed me to realize some anger through mimicing and getting negative feedback from someone who should have been me in real life--i.e., I'm not personally messed up for feeling the way I do when a student treats me the way I was acting in character. (3) some of these "role plays" which others submitted--notably the one J. submitted on the former student hanging around the dorm "leach" like--have occurred this semester and this role play gave me some tools for handling the situation.

5. Probably the most memorable session. I was impressed once again by everyone's skills. It felt tremendous to spend a day with women who do the same kind of work I do, all struggling with similar issues and bringing different and extraordinary skills to bear.

I. PLANNING

SESSION EIGHT

Wednesday, December 8

Time: 1:30-4:30

Goals

1. To welcome back one of our participants and to wish another participant a successful defense of her master's thesis.
2. To interview a woman who is director of a Student Affairs department to understand the way she feels about being a woman in such a major position of responsibility.
3. To understand our own responses to conflict.

Design

1. Goal: To welcome back one of our participants and to wish another participant a successful defense of her master's thesis.

Objective: One of our participants has been missing from several sessions due to the illness of her son. I felt it was very important to welcome her back and give her an opportunity to talk about how she is feeling. Since the group has become a support group over time, I wanted to follow up on the parts of our life experiences that women had been sharing with the group (e.g., one of the women was defending her master's thesis tomorrow).

Procedure: Time for ourselves

Open discussion and concern

2. Goal: To interview a woman who is director of a Student Affairs department to understand the way she feels about being a woman in such a major position of responsibility.

Objective:

1. To de-mystify role-models and give women a sense of being able to be a leader--to share common feelings and concerns.
2. To follow-up on a suggestion that came from the participants in Session #4--to invite this woman to talk with us about her feelings about being a leader.

Procedure: Public interview

- A. Generate a list of questions that we would like to ask this woman--clarify our thoughts and focus our attention on the interview at hand.
- B. Welcome our woman leader, explain why we wanted to speak with her, and explain the procedure of the public interview--we have generated a number of questions that we would like to ask you about your leadership style. You have the option at any time not to answer a question if you do not feel comfortable doing so. You may also ask us any question that we have posed for you.
- C. Public Interview--questions and answers.

3. Goal: To understand our own responses to conflict

Objective: Throughout the training program, women have indicated through discussions, and listing of skills they would like to attain, that conflict was an area that they would

like to discuss further. The main objective of this exercise is to help the participants become more aware of their own responses to conflict, and then to consider conflict strategies and how these strategies can be useful to each of us.

Procedure: Conflict fantasy and strategies

A. Conflict fantasy:

- a. The participants are asked to join the facilitator in a fantasy designed to help them examine their individual conflict-resolution strategies
- b. Ask the participants to get comfortable, close their eyes, get in touch with themselves at the present moment (sounds around them, feel of their bodies, floor beneath them, etc.) relax.
- c. "You are walking out of the Campus Center and begin to see in the distance a familiar person. Suddenly you recognize that it is the person you are most in conflict with at the present. You realize that you must decide quickly how to deal with this person. As he/she comes closer, a number of alternatives flash through your mind. . . Decide right now what you will do and then imagine what will happen.
It's over now. The person is gone. How do you feel? What is your level of satisfaction with the way things went?"
(1974 Univ. Ass. Pub., Inc.)
- d. After participants emerge from fantasy, they are asked to spend five minutes writing (1) the alternative ways of acting

they had considered, (2) the one they chose to act upon, and (3) the level of satisfaction they felt as to the fantasized outcome.

- e. List alternatives and selection on the board and discuss the level of satisfaction felt.
- f. On newsprint--go through strategies of conflict:

	Power	Negotiation
AVOIDANCE	DEFUSION	CONFRONTATION
(1) Avoidance--repress emotional reactions look the other way leave entirely		
(2) Defusion--delaying action keep issues unclear resolve minor points--avoid or delay major problem		
(3) Confrontation		
(a) Power--physical force bribery punishment	win/lose	
(b) Negotiation		
1. Diagnose nature of conflict Value conflicts Real (tangible) conflict Negotiation--value and real exist real exists		
2. Initiation State tangible (real) effects conflict has on you (assertive) Not attacking or demeaning		
3. Listening Hearing other's point of view Reflective--active listening Re-state point of view--concentrate on tangible--not value		

4. Problem-solving
 - Clarify problem. What is tangible issue? Where does each party stand on issue?
 - Generating and evaluating a number of possible solutions
 - Deciding on best alternative
 - Planning and implementing solution
 - Planning an evaluation

- g. Discuss conflict resolution strategies point by point and look at our own approaches to conflict in light of this information

4. Business: Hand out readings on conflict

II. SESSION EIGHT - IMPLEMENTATION

Introduction

Cider and doughnuts were ready as the women entered the room slowly today.

1. Goal: To welcome back one of our participants and to wish another participant a successful defense of her master's thesis.

Procedure: Time for ourselves

One of the women did not come to the session today. As we all arrived we welcomed D. back and talked with her at length about her trip and how she was feeling. We also wish J. well in her defense and said we were looking forward to seeing her again on Friday!

2. Goal: To interview a woman who is director of a Student Affairs department to understand the way she feels about being a woman in such a major position of leadership.

Procedure: Public interview

- A. We generated a list of questions before our woman leader arrived.
- B. When she arrived we welcomed her and tried to make her feel comfortable with us. I explained the procedure of a public interview and we were off. The following are excerpts from the interview:

- a. When you make decisions that people don't like, how do you feel? Does it take you a long time to make these decisions? Do you think about them by yourself or talk to others?

Depends on the situation. Prefer consensus, but this isn't always possible and sometimes have to make a studies decision on your own. Yes, she ponders over decisions and worries about decisions she makes.

- b. What do you do with hostile feelings or conflict in a group?

Believes in group process--it may be slow, but she strongly believes in the ability of human beings to work together and that the group will make the best decisions for itself.

Conflict--don't be afraid of it. It exists and is part of life.

- c. Where do you get your support?

It is basically situational. Some from colleagues that she forms this kind of relationship with and some from personal friends.

- d. What is it like being a woman in a position of responsibility?

She is questioned a great deal more

Seen as not tough enough

Doesn't feel very powerful most of the time

Commitment to human relations

Movement and growth

- e. Work relationships with men

Sometimes she points out sexist behavior

Tries to see human side of things

Lets things go because you can't always be dealing just with this (saves it for a later time when more appropriate--doesn't forget)

Has to weight responsibility for what she represents (agency, people) and herself

There were many other questions that the women asked. It was a very powerful session. We experienced the feeling that S. doesn't feel basically any different from us in her fears and obstacles of being a woman leader. She was amazed at the way women view her--she talked with me the next day and said she was really moved by the session because she realizes how few role

models women have today and she feels the burden of being one of the only women that many women can see. After S. left women talked about having hope for themselves and feeling good about being able to see the human side of a woman in a powerful position.

3. Goal: To understand our responses to conflict

Procedure: Conflict fantasy and strategies.

A. The following is a list of alternatives that the women came up with in their conflict fantasy plus the feelings that were associated with the person they felt in conflict with in the fantasy.

1. Alternatives: ignore
avoid
pretend didn't see--wait for other's response
hello--let it slide
glad to see you--make plans to talk later
sincerely ask how you feel
change direction--walk and talk with person
about conflict
bring it up
hello--other speaks
cordial
hello--other deals with conflict
2. Feelings: not trusting--philosophical issue
self-preservation (professional issue--value
orientation)
protection of other
angry-vulnerable--physically smaller
rejected by other could be outcome
feeling responsible

B. The discussion on conflict as we went through the strategies was very stimulating. We spent a great deal of time discussing the difference between value and tangible conflict and choosing when to continue value conflict and when to work on tangibles.

Listening-responsively--The women brought up different situations and asked for ways to listen-responsively. This was very worthwhile because it gave people an indication of what was possible here.

Discussion on conflict in general:

No one makes me feel any way--I make myself and allow myself to feel the way I do--owning feelings

One woman believes that we as human beings do not need to be in conflict. She would like to teach that conflict is not necessary through really getting to know people--understanding one another.

There is a real choice about how long one can be in conflict or whether or not one wants to remain in conflict--better to give up the relationship some times.

One woman had used every step.

Readings: Hand out readings on conflict.

III. EVALUATION AND REACTIONS

A. Rene

I felt very positive about the interview with the woman who is director of a Student Affairs department. I think that this type of experience is extremely important because it takes some of the mystification away from a woman whom other women look up to and think they can never aspire to be like.

The conflict part of the session was a beginning. This is where we could have used some assertiveness training. All but one of the participants in the training program has participated in a half-day assertiveness training workshop that I held three weeks before the training program began. So there was a basis of knowledge. I would definitely build a whole session around this issue the next time around.

B. Participants

1. Really helped me to see myself as a leader.
2. I really enjoyed listening and talking with S. today. I have a great deal of admiration and respect for her as a leader. Her attitude of total calm and composure amazed me. I was sensitive to her feeling put on a pedestal, but I couldn't help contributing to that. I often feel put off or oppressed by students putting them in an unrealistic space when they're only a year or two younger than me. Yet, I still wonder what I'm doing here in this job once in a while. I feel capable of doing those kinds of jobs but not that I would put myself totally in her position.
3. I was very impressed by S's commitment to group process. Although it was not a very personal session, I felt a great deal closer to her after it.

This was less satisfactory. I think it is because the subject of conflict is so vast and so critical in our lives that a brief theory presentation doesn't make much of a dent. It was interesting but not influential.

I. PLANNING

SESSION NINE

Friday

Time: 9:00 a.m. to 12:00

Goals

1. To review the training program and to share what we have learned about ourselves as leaders.
2. To give feedback to Rene on her leadership in this training program.
3. To leave the training program with reinforcement of our strengths.
4. To develop plans for the future.

Design

1. Goal: To review the training program and to share what we have learned about ourselves as leaders

Objective: To bring closure to this experience through a review of the course and to publicly affirm the learnings that we are taking with us into our ongoing careers as leaders.

Procedure: Review of program and circle of learnings

- A. Our Ideal Leader (Maude) hangs on the wall and I review the goals of the training program.
- B. Each woman writes down in her journal what she has learned from the course.
- C. We share our learnings--going around in a circle.

2. Goal: To give feedback to Rene on her leadership in this training program.

Objective: To provide an opportunity for me to learn about my own style of leadership--its effectiveness and its problems. And, also to provide an opportunity for the participants to critique my leadership in this closing session.

Procedure: Feedback to Rene

- A. I asked the participants to think about their perceptions of me as a leader/person. What do they perceive as my strengths and weaknesses.
- B. Voluntary comments

3. Goal: To leave the training program with reinforcement of our strengths

Objective: To leave the training program on a positive note--to publicly share the strengths we have perceived and experienced in one another and to have something to refer to as we think back on this experience.

Procedure: Validations

- A. Each member is given six blank tags on which to write something they appreciate about all other members of group (one tag per member).
- B. After we have filled out our tags, we circulate and stick the tags on each person's clothing.
- C. We sit in a circle and talk about our validations, how we feel, explanations, etc.

4. Goal: To develop plans for the future

Objective: We had discussed at different points during the program the possibility of continuing our group during the second semester. I said that I would be willing to do this if we could work on a shared leadership model and decide upon some directions that we would like to go in.

Procedure: Brainstorming directions

- A. Discussion about whether or not we would like to continue, if so when, how often, etc.
- B. Brainstorm some possible sessions we would like to have.
- C. Make arrangements for first follow-up meeting.

II. SESSION NINE - IMPLEMENTATION

Introduction

Coffee and doughnuts were available as the women entered the room this morning. Two women were missing due to illness. We didn't get started until 9:40 because we had been waiting for women to arrive. Also, one of the women present was feeling very ill and feeling worse every minute.

1. Goal: To review the training program and to share what we had learned about ourselves as leaders

Procedure: Review of program and circle of learnings

- A. I reviewed the goals of the course and we considered the values, skills, feelings and environment of "Maude" for the final time. The women recorded their learnings in their journals and we then went around in a circle to share these learnings. I recorded only a few of these comments in the session, relying heavily on their journal responses. I wanted to concentrate on what they were saying in the here-and now:

1. Support of other women
2. I am a leader--becoming confident in that
3. Recognizing my leadership--allowing other people to fulfill some of the leadership functions
4. I am different as a member

Have confidence as a leader

Have support for why my strengths are

2. Goal: To give feedback to Rene

Procedure: Feedback to Rene

A. One woman took down the feedback as other gave it to me. After all the feedback was given I responded to it.

1. Say difficult things to people in a clear, effective way
2. Use intellect, listen well
3. Lean on people well, not push
4. Dealt with your schedule and needs, and our needs to chat and play, fairly
5. Good at supporting others, reinforce other in some way
6. Got commitment out of group
7. Consistently serious and concerned about issues
8. Didn't make lateness an issue--accepting
9. Reciprocal trust at seriousness and importance of group
10. Very well organized and prepared
11. Respect for your consistent style and preparedness
12. Overly supportive?
13. Relieves tension
14. Avoids conflict (did conflict exist in this group for you?)

3. Goal: To leave the training program with reinforcement of our strengths

Procedure: Validations

A. This was a disappointing part of the design. We did not do validations because the woman who was feeling ill was getting progressively sick. I needed to shorten the design, so we moved immediately on to the next part of the session.

4. Goal: To develop plans for the future.

Procedure: Brainstorming directions

- A. We discussed at some length whether or not we wanted to continue to meet second semester. There was concern about a time commitment on the part of the participants. So we finally decided that we would brainstorm ideas now and plan a reunion for the second week in February where we would finally decide if we would continue or not--by then everyone would know their schedules and time commitments for second semester.
- B. Brainstorm
1. Results of data
 2. Movie--Union Maids
 3. Talking about recurring situations (room changes, counselor training, etc.)
 4. Conceptual--related to leadership issues
 5. Women working together (organizations)
 6. Women as leaders (future-actualization)
 - politics of leadership from a feminist perspective
 - reconcile contradictions of women being leaders
 - tyranny of leadership
 7. Interviewing more women--Everywoman's Center staff people
 - Other women in student affairs
 8. Conflict
 9. Systems theory
 10. Long-range planning techniques

III. EVALUATION AND REACTIONS

A. Rene

This last session was not all that I had hoped it would be. But, we were at the end of the semester and people were worn out--two sick at the time. I was disappointed that we did not get to do the validations because this was something very positive to end on for this group. However, we did have the follow-up sessions to look forward to and I was very aware of the strain on the women in this program because of their jobs.

Overall I felt that the training program had been a success. Most of the women now identified themselves as leaders and they were thinking about their styles, their values, their skills. As most people said in their final evaluations of the program, it will take time to sort out all the learning and I trust that some of our learning together will continue to be clarified and regenerated in their future work and experiences.

B. Participants

Final reactions and learnings about the Training Program:

1. First, I didn't expect, nor should you, any dramatic changes. I entered the course fairly comfortable with my style as it evolves. However, the course has contributed towards a sense of freedom (my initial goal--to be myself) about my leadership style. It is, of course, a staggering cliché, but as I become more comfortable being myself, even with my quick assertions and my humor, I am a more natural leader and people feel more comfortable with me. It is hard to separate the class from other learning experiences--perhaps I was in a growing season to want to take the course. The class also reminded me that I need to be in some sort of professional support or development group if I don't want to feel lonely in my position. Although this group didn't continue, I am now in a group focusing on racism awareness which takes me out of my predictable space to some extent.
2. I know I am clearer about my values as a leader and in myself as a leader and that I have a more critical perspective to view leadership models from. The support this group provided was invaluable and sustained me through the difficulties I've experienced since. I became a lot closer to the women in the group, learned to analyze and understand my needs and behavior better--realize I need to do a lot more work in this area--I have the feeling this is one part of some process which will come together in a clearer way later.

3. I don't think my leadership style changed as a result of this course. I learned that I do better at blending task and maintenance functions than I thought I did. More than anything else this course gave me support when I needed it. Twelve young people (at the residence hall) were telling me over and over again that I was not an acceptable leader. I very much needed to hear from people who were older and wiser, more secure and objective, that I was an effective leader. This did happen. And I am deeply grateful.

This course also provided the opportunity for me to be with just women--an experience which I always find profoundly rewarding, nurturing. It was a good reality check for me and it helped me to keep my balance on the tightwire which HR's walk. The course was, for a time, my little yellow umbrella.

4. What has become more clear in the past year or so, especially during this course, is that I want to be and enjoy being a leader. Before I never felt comfortable about saying so. Somehow for me to say that seemed too pretentious and presumptuous. But being in a group where there was a lot of support, and where I had opportunities to look into myself and articulate feelings, skills, and values concerning my leadership style helped me to realize skills I already have and gave me more confidence. It allowed me to admit my desire to be a leader and to feel comfortable with that aspiration. It is not pretentious of me to be a leader. There are areas I need to improve on, but I also have some of the necessary skills of a leader.

Another thing I have discovered about myself during this course is that I behave differently in a group depending on how I perceive my role to be. If I perceive my role to be a leader, I tend to take on the responsibility fully and able to perform the necessary leadership functions. In these situations I am articulate, responsive, and skillful. However there are some skills I am better at than others. I enjoy these situations and feel comfortable in them. On the other hand, if I do perceive my role as a member, then I tend to feel anxious and not sure about how I want to interact in that situation. In these situations I tend to lay back, be passive, and often non-assertive. More often than not, I am dissatisfied with my behavior in these situations. I am puzzled about this dichotomy. It seems that as a member I lack self confidence and still hold on to many of my old attitudes (who me?, I am not capable, not worthy of your time, etc.). But I don't know why I feel that way. I am also not sure how to correct this. I do know that I don't want to be passive and non-assertive as a member. One thing I can do is to be conscious of my behavior and try to change it a little at a time.

What this course has done has been to encourage me to look at myself as a leader and to focus on different areas of leadership. Through this course, I feel I have been able to spell out what leadership means to me, to evaluate my present skills, and to discover areas and issues I need to deal with more in the future. One thing I

liked most about this class was its experimental learning format which always involved active participation, and that there was enough reading material to provide a good theoretical base. I don't think I would have gotten much out of a lecture type format. I've enjoyed all sessions but two really stand out. One was the second class where we brainstormed values, skills, feelings about leaders and came up with the composite of Maude. And the follow up design of stating our own values, skills and feelings and sharing them was very helpful for me. The other session was when we role played situations which we designed in dyads. It was one concrete opportunity for me to get feedback on my leadership style. I believe it was the only time I've gotten such feedback. Lastly, I've really appreciated learnings from the class and I'll miss it.

5. What I have gained from this group:
 - a. consciousness and awareness that I have a style of leadership
 - b. awareness that my style affects results I get
 - c. permission to change, adapt, improve my style
 - d. support for striving for an "ideal" model
 - e. support for skills I already have
 - f. support for experimenting, trying out and failing
 - g. opportunity to see others as leaders, compare styles, etc.
 - h. clarification of what I value in others and self
 - i. feelings of competency and confidence in self
 - j. friends
6. It's really difficult to distinguish how the class affected my leader style from the effects of being "on the job." Most of all the class gave me a space to process what had been happening back at the dorm. The class times were most of all the time when I could do some "sanity testing," some reality testing. I could check out with other HRs my perceptions of things and get support for my way of handling the situation.

Some classes in particular stand out in my mind. The initial meeting when we drew up Maude was very helpful (though I remember at the time doubting its worth). Now I can see that clarifying what I thought a leader was, where I was hoping to go as a leader, what my expectations of myself were helped me think of myself as a leader.

Although I've seen the relationship-task grid several times before, I do think it was helpful to present it in the class. Until you're actually doing the job it's difficult to apply those concepts. I wish we could have done some more on how does one define the group as mature-immature, what kinds of things can I as a leader use as a testing ground to determine the level of the groups' maturity.

It was also important to discuss how the relationship/task grid applies to human services as opposed to business, since as I think J. said, "our task is relationships."

The actual experience of working with a group in the class was most helpful. As a member or a leader I think I see myself acting in a way that others interpreted differently. Comparing how we present ourselves through description to how we actually act was enlightening.

The group being all women was very supportive and I think an important factor in why it worked so well. Being free to question a lot of things that may or may not be caused by the fact we are women is so important. In my own situation as the only female in a male dormitory, it's important to me to know what things I share with other women. Through working with so many men I am seeing more clearly how many of their experiences and expectations of leaders differ from my own. I am trying to incorporate their ideas of a leader with my own, plus the ideas and values of others into a style that is comfortable and effective for me.

7. I really thought that there existed something called the ideal leader and that leadership was static--that is, that there is one best way to do it all the time. It took me a couple of weeks to shake that image. I think Maude sort of encouraged that image until about the fourth meeting when we talked about timing.

Maude was a great idea. I did a lot of projecting on her--some good, some not so good. But it really helped to imagine her as a real role model. Maude and the woman who directs a Student Affairs Department really helped me see myself as a leader.

When the concepts of task and maintenance came up and what they are comprised of was explained, I really felt good about having a framework to build on. At that point I began to really notice leadership styles as I sat at meetings throughout the week.

My most fearful areas were:

1. Jargon--I heard people didn't like it and I wasn't sure what they meant by it. I think there is a cultural difference here. I'm aware of California jargon, but I'm just learning about UMass jargon. Since UMass words and attitudes and concepts were new to me, I was exploring them by using them. Anyway, I lost confidence in my ability to express myself clearly. I see now that I

do okay, and I want to improve it by listening and reading more. I practice expressing myself more now because I have friends whom I can talk with. I was pretty isolated for a while here in the dormitory. No one listened to my thoughts; they wanted me to listen to them.

2. Task/Relationship--I think what I like in leaders was different than some people in the group liked and at first I thought I had to change. Is the best leader the one who gets the most done and is successful? What is success? I like groups where people have the space and trust for a lot of learning about process, not just product. Maybe I frustrate some people, and I'm always willing to work on a balance of the two. Process, feelings, relationships, etc.--I have a lot of knowledge and energy for. I wouldn't work too well with a room full of men. One week J. talked about how great a "poker" face was for a leader. My first reaction was "yea, I better work on that," my face is too expressive. Well, now I think lack of expression implies no feeling. I think feelings are important to encourage. Traditionally showing expression takes away from personal power, but as a woman I'm really fighting to change that stereotype. Sensitivity isn't weakness. Being in touch with feelings is powerful!

The last main thing I brought away with me was through some leadership experiences in the dorm. I kept pushing my ideas and taking on all kinds of tasks. I think I spoke too much and couldn't let silences happen. I discovered that leading the group required a lot of focused giving of caring and giving good listening skills. Also giving myself permission to delegate responsibility. (I used to think being task oriented meant doing all the junk work myself.) It is often draining to be a leader so much around my dorm. Mostly that's because I want to be perfect about it. With this new semester, I'm relaxing into it more. A lot of my style of leadership now has to do with encouraging others, rewarding others, supporting and stroking them.

Journal reactions:

1. Feedback to Rene--You were splendid throughout the course, Rene. I am so appreciative of the fact that you were always prepared and always cheerful and enthusiastic. Your leadership style is easy and sure and was a good model for us. You led us through many exercises with poise and confidence. I was always sure that you were in control, but at the same time felt that you were flexible and ready to accept a change in direction had that been requested by the group. More than anything else I am grateful that you didn't come to class and say, "Now, group, what shall we do today?" I don't like groups which muddle along searching for a focus. Almost all the time I felt involved in the group, and felt that I could say almost anything and that it would have been o.k. You, more than anybody else, created this atmosphere of acceptance. I think you were professional without being oppressive or mystifying. I think you have developed a style of teaching/leading groups, etc. which is neutral--by which I mean without any "masculine/professional" characteristics. This is rare. Most women I know in leadership roles adopt characteristics of the only models we've had for so long--those of men. You do not have masculine ways of gesturing, standing or sitting. You were also most generous regarding my failure to do the required amount of work on schedule. I would happily sign up for another course with you.
2. I felt Rene facilitated a valuable learning experience. I became a lot closer to the women in the group, learned to analyze and understand my needs and behavior better--realize I need to do a lot more work in this area. I have a feeling this is one part of some process which will come together in a clearer way later.
3. My specific feedback to you, Rene, at the time was:
 - a. You are able to confront/lean on people in a useful, intelligent, assertive way.
 - b. You were able to balance the needs of your planned syllabus with the needs of the group members. You did not display anxiety about the time factor; you were able to keep things flexibly "under control."

As time goes by, I see more and more the genius of your leadership. Your leadership style is an organic part of you. You are intelligent, clear, planned, yet flexible and truly appreciative of the contribution of others. You don't take any easy routes--the male model, authoritarian, or "I'm just a member." You take on your responsibilities and your whole self to bear on them.

4. I always felt comfortable being myself and sharing myself with you.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the study. The data are presented in statistical format with discussion following. The chapter is divided into two sections. The first section discusses hypotheses 1 through 5. The second section discusses the two questions under study.

Section One

This section discusses hypotheses 1 through 5. All results and discussion are based on the comparison of the experimental and control group scores on the pre and post test.

Hypothesis 1

The hypothesis was stated as follows: There will be no significant differences between the experimental and control groups on their motive to avoid success.

A one-way analysis of variance was used to compute the differences between the experimental and control group pre and post test scores on motive to avoid success.

Table 1 shows that there was no significant difference between the experimental and the control groups on either the pre test or the post test.

In order to assess whether or not there was any significant movement within the groups from the pre test to the post test, a two sample t-Test was computed. Table 2 shows that there was significant movement within the groups at the .05 level of significance.

TABLE 1

MOTIVE TO AVOID SUCCESS:
ANALYSIS OF VARIANCE OF PRE AND POST SCORES

Source	df	SS	MS	F	Significance of F
Pre	1	31.50	8.61	3.65	.08
Post	1	7.14	13.30	.54	.47
Between groups	11				
Total	13				

TABLE 2

MOTIVE TO AVOID SUCCESS: A PAIRED
COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS

Source	df	Mean	SD	t-Value	2-Tail Probability
Experimental	1	-2.85	3.13		
Control	1	1.57	4.23		
Within groups	12			2.16	.05*
Total	14				

*Significant at the .05 level

Pre and Post Test Means and Standard Deviations

		<u>Experimental Group</u>	<u>Control Group</u>
Pre	Mean	6.43	3.43
	Standard deviation	2.30	3.46
Post	Mean	3.57	5.00
	Standard deviation	4.20	3.00

On the basis of the F value, hypothesis 1 was accepted in the null form. There were, in fact, no significant differences between the groups resulting from the training program on the participants' motive to avoid success.

On the basis of the t-value, there is evidence that there was a significant change within the groups, resulting from the training program, on the participants' motive to avoid success.

Hypothesis 2

The hypothesis was stated as follows: There will be no significant differences between the experimental and control group on their perception of their ability to perform task functions of leadership.

A one-way analysis of variance was used to compute the differences between the experimental and control group pre and post test scores on participants' perception of their performance of task functions of leadership.

Table 3 shows that there was no significant difference between the experimental and the control group on either the pre test or the post test.

In order to assess whether or not there was any significant movement within the groups from the pre test to the post test, a two sample t-test was computed. Table 4 shows that there was no significant difference within the groups.

On the basis of the F-value and the t-value, hypothesis 2 was accepted in the null form. There were, in fact, no significant differences between the groups or within the groups resulting from the training

TABLE 3

PERCEPTIONS OF PERFORMANCE OF TASK FUNCTIONS:
ANALYSIS OF VARIANCE OF PRE AND POST SCORES

Source	df	SS	MS	F	Significance of F
Pre	1	7.14	6.05	1.18	
Post	1	8.64	3.19	2.70	.30
Between groups	11				.13
Total	13				

TABLE 4

PERCEPTIONS OF PERFORMANCE OF TASK FUNCTIONS: A PAIRED
COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS

Source	df	Mean	SD	t-Value	2-Tailed Probability
Experimental	1	0	1.41		
Control	1	.14	2.12		
Within groups	12			-.15	.88
Total	14				

program on the participants' perception of their ability to perform task functions of leadership.

Hypothesis 3

The hypothesis was stated as follows: There will be no significant differences between the experimental and control group on their perceptions of their ability to perform maintenance functions of leadership.

A one-way analysis of variance was used to compute the differences between the experimental and control group pre and post test scores on participants' perceptions of their performance of maintenance functions of leadership.

Table 5 shows that there was no significant difference between the pre tests, however, there was a significant difference between the post tests at the .05 level.

TABLE 5

Perceptions of Performance of Maintenance Functions:
Analysis of Variance of Pre and Post Scores

Source	df	SS	MS	F	Significance of F
Pre	1	4.57	1.95	2.34	.15
Post	1	10.29	2.12	4.85	.047*
Between groups	11				
Total	13				

*Significant at the .05 level

Pre and Post Test Means and Standard Deviations

		<u>Experimental Group</u>	<u>Control Group</u>
Pre	Mean	14.43	15.57
	Standard deviation	.98	1.72
Post	Mean	14.00	15.72
	Standard deviation	1.63	1.25

In order to assess whether or not there was any significant movement within the groups from the pre test to the post test, a two sample t-test was computed. Table 6 shows that there was no significant difference within the groups.

Because the F-value was significant at the .05 level in the direction of the control group (see Table 5A) and on the basis of the t-value, hypothesis 3 was accepted in the null form. There were, in fact, no

TABLE 6

PERCEPTIONS OF PERFORMANCE OF MAINTENANCE FUNCTIONS: A PAIRED
COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS

Source	df	Mean	SD	t-Value	2-Tailed Probability
Experimental	1	-.43	.98		
Control	1	.14	1.77		
Within groups	12			-.75	.47
Total	14				

significant differences between the groups or within the groups resulting from the training program on the participants' perceptions of their ability to perform maintenance functions of leadership.

Sub-hypothesis 3a

The sub-hypothesis was stated as follows: There will be no significant differences in either the experimental group or the control group in their perception of their ability to perform maintenance functions of leadership over task functions of leadership.

Based on the F-value of the post test in hypothesis 3, there is a rejection of the null hypothesis. The F-value shows that, on the post test, the control group significantly increased their perception of their ability to perform maintenance functions of leadership at the .05 level of significance. Since the F-value and t-value for hypothesis 2 (perception of ability to perform task functions of leadership) show that there were no significant differences between the groups on the pre and post tests or within the groups, the F-value for hypothesis 3 shows that there was, in fact, a significant difference in the control group in their

perception of their ability to perform maintenance functions of leadership over task functions of leadership.

Hypothesis 4

The hypothesis was stated as follows: There will be no significant differences between the experimental and the control group in their self-confidence to perform task functions of leadership.

A one-way analysis of variance was used to compute the differences between the experimental and control group pre and post test scores on participants' self-confidence in their ability to perform task functions of leadership.

Table 7 shows that there was a significant difference between the post tests at the .05 level.

In order to assess whether or not there was any significant movement within the groups from the pre test to the post test, a two sample t-test was computed. Table 8 shows that there was a significant difference in the movement within the groups at the .01 level.

On the basis of the F-value and the t-value, hypothesis 4 was rejected in the null form. There were, in fact, significant differences between the groups and within the groups resulting from the training program on participants' self-confidence in their ability to perform task functions of leadership.

Hypothesis 5

The hypothesis was stated as follows: There will be no significant difference between the experimental and the control group in their self-confidence to perform maintenance functions of leadership.

TABLE 7

SELF-CONFIDENCE IN PERFORMING TASK FUNCTIONS:
ANALYSIS OF VARIANCE OF PRE AND POST SCORES

Source	df	SS	MS	F	Significance of F
Pre	1	401.79	216.71	1.85	.198
Post	1	380.64	68.52	5.55	.036*
Between groups	11				
Total	13				

*Significant at the .05 level

Pre and Post Test Means and Standard Deviations

		<u>Experimental Group</u>	<u>Control Group</u>
Pre	Mean	89.43	100.14
	Standard deviation	18.42	9.70
Post	Mean	107.29	96.86
	Standard deviation	6.97	9.41

TABLE 8

SELF-CONFIDENCE IN PERFORMANCE OF TASK FUNCTIONS: A PAIRED
COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS

Source	df	Mean	SD	t-Value	2-Tailed Probability
Experimental	1	17.86	14.99		
Control	1	-3.29	8.66		
Within groups	12			-3.23	.007*
Total	14				

*Significant at the .01 level.

A one-way analysis of variance was used to compute the differences between the experimental and control group pre and post test scores on participants' self-confidence in their ability to perform maintenance functions of leadership.

Table 9 shows that there were no significant differences between the pre or post tests.

TABLE 9

SELF-CONFIDENCE IN PERFORMANCE OF MAINTENANCE FUNCTIONS:
ANALYSIS OF VARIANCE OF PRE AND POST SCORES

Source	df	SS	MS	F	Significance of F
Pre	1	1.79	122.62	.01	.91
Post	1	2.57	109.07	.02	.88
Between groups	11				
Total	13				

In order to assess whether or not there was any significant movement within the groups from the pre test to the post test, a two sample t-test was computed. Table 10 shows that there were no significant differences within the groups.

TABLE 10

SELF-CONFIDENCE IN PERFORMANCE OF MAINTENANCE FUNCTIONS:
A PAIRED COMPARISON OF EXPERIMENTAL AND CONTROL GROUP MEANS

Source	df	Mean	SD	t-Value	2-Tailed Probability
Experimental	1	4.00	13.12		
Control	1	4.14	6.59		
Within groups	12			.03	.980
Total	14				

On the basis of the F-value and t-value, hypothesis 5 was accepted in the null form. There were, in fact, no significant differences between the groups or within the groups, resulting from the training program, on the participants' self-confidence in their ability to perform maintenance functions of leadership.

Section Two

This section discusses questions 1 and 2 under study. Results and discussion are based on a comparison of the experimental and control groups preand post test data, with the addition of the data collected from a value clarification exercise conducted with the experimental group during the training program.

Question Under Study 1

The question was stated as follows: Will women in the training program be able to clarify their values in regard to leadership?

A frequency distribution of High, Medium, and Low, based on the mean for each ranked value, was used to display the instrumental and terminal values on the pre and post tests for the experimental and control groups.

Table 11 shows the rankings of the instrumental values for the experimental group on the pre and post test. Table 12 shows the rankings of the instrumental values for the control group on the pre and post test.

The upper half of Table 11 and Table 12 show that the differences between the experimental and control group on the pre test were in the rankings of two values. The experimental group ranked intellectual in

TABLE 11

INSTRUMENTAL VALUES
EXPERIMENTAL GROUP

Test	High	Means	Medium	Means	Low	Means
P R E	Honest	3.00	Independent	6.14	Logical	12.71
	Loving	4.43	Helpful	8.29	Self-controlled	13.14
	Responsible	5.14	Courageous	8.86	Ambitious	13.43
	Intellectual	5.43	Forgiving	9.71	Clean	14.86
	Broadminded	5.71	Cheerful	10.43	Polite	15.57
	Capable	5.86	Imaginative	10.43	Obedient	17.86
P O S T	Independent	3.86	Broadminded	6.71	Ambitious	13.00
	Loving	4.00	Courageous	6.71	Self-controlled	13.14
	Honest	4.86	Intellectual	6.71	Logical	13.27
	Capable	5.27	Imaginative	8.00	Clean	14.57
	Responsible	5.86	Helpful	9.71	Polite	16.57
			Cheerful	10.43	Obedient	17.29
			Forgiving	11.00		

TABLE 12
INSTRUMENTAL VALUES
CONTROL GROUP

Test	High	Means	Medium	Means	Low	Means
P R E	Honest	4.00	Imaginative	6.86	Logical	12.00
	Loving	4.14	Independent	7.71	Polite	13.36
	Capable	5.21	Forgiving	9.00	Ambitious	13.43
	Broadminded	6.00	Courageous	10.00	Clean	13.56
	Responsible	6.43	Intellectual	10.00	Self-controlled	13.86
	Helpful	6.71	Cheerful	11.43	Obedient	17.29
P O S T	Honest	3.14	Broadminded	6.71	Cheerful	12.57
	Loving	4.86	Capable	9.00	Clean	13.71
	Forgiving	5.29	Intellectual	9.14	Ambitious	14.00
	Imaginative	5.43	Responsible	9.71	Polite	14.00
	Helpful	5.86	Logical	10.27	Self-controlled	14.00
	Independent	5.86	Courageous	10.86	Obedient	16.57

the high category, while the control group ranked intellectual in the medium category. Helpful was ranked high in the control group, while the experimental group ranked helpful in the medium category.

The lower half of Table 11 and Table 12 show the differences between the experimental and control group on the post test. The experimental group continued to rank "capable" and "responsible" in the high category, while the control group changed these values to the medium category. The control group continued to rank "helpful" in the high category and also changed "forgiving" and "imaginative" from the medium to the high ranking. The experimental group continued to rank "imaginative," "helpful," and "forgiving" in the medium category. The experimental group also continued their ranking of "cheerful" in the medium category, while the control group changed the ranking of "cheerful" from the medium to the low category. The control group changed the ranking of "logical" from the low to the medium category, with "logical" remaining in the low category in the experimental group.

The differences in the rankings of instrumental values within the groups from the pre test to the post test for the experimental group were the changes in the rankings of "independent" from the medium category to the high category, and "intellectual" and "broadminded" from the high category to the medium category.

The differences in the rankings of instrumental values within the group from the pre test to the post test for the control group were as follows: the rankings of "capable," "broadminded," and "responsible" changed from the high category to the medium category; the rankings of "independent" and "imaginative" changed from the medium category to the

TABLE 14

TERMINAL VALUES
CONTROL GROUP

Test	High	Means	Medium	Means	Low	Means
P	Self-respect	4.14	An exciting life	7.57	A world at peace	12.00
	Inner harmony	4.43	Happiness	7.93	Pleasure	12.29
	True friendship	5.86	Equality	8.57	A comfortable life	13.79
R	Freedom	6.57	Family security	9.29	Social recognition	13.79
E	Mature love	6.57	A sense of accomplishment	10.79	Salvation	14.29
	Wisdom	6.71	A world of beauty	11.43	National security	15.00
P	True friendship	4.29	Freedom	6.57	A world at peace	12.00
	Self-respect	4.86	An exciting life	8.36	A world of beauty	13.14
	Inner harmony	4.92	Family security	8.43	Social recognition	13.43
O	Happiness	6.00	Equality	9.71	A comfortable life	14.14
S	Mature love	6.14	Pleasure	11.00	Salvation	14.71
	Wisdom	6.43	A sense of accomplishment	11.14	National security	15.71
T						

high category; the ranking of "cheerful" changed from the medium category to the low category; and the ranking of "logical" changed from the low category to the medium category.

Table 13 shows the rankings of the experimental group on the terminal values on the pre and post tests. Table 14 shows the rankings of the control group on the terminal values on the pre and post tests.

The upper half of Tables 13 and 14, show the differences between the experimental and control groups on the pre test. The experimental group ranked "a sense of accomplishment" and "family security" in the high category, while the control group ranked these values in the Medium category. The control group ranked "freedom" and "wisdom" in the high category, while the experimental group ranked these values in the medium category. The experimental group ranked "social recognition" in the medium category, and the control group ranked this value in the low category. The control group ranked "a world of beauty" in the medium category, while the experimental group ranked this value in the low category.

The lower half of Tables 13 and 14 show the differences between the experimental and control groups on the post test for terminal values. "A sense of accomplishment" remained high in the experimental group with "freedom," "an exciting life," and "equality" moving from the medium to the high group; and, the control group continued to rank all of these values in the medium category. The control group continued to rank "true friendship" and "wisdom" in the high category with "happiness" moving from the medium category to the high category; and, the experimental group continued to rank "wisdom" in the medium category and changed "true friendship" and "happiness" from the high to the medium category. The

experimental group changed their rankings of "a world at peace" and "a world of beauty" from the low category to the medium category, while the control group continued to rank "a world at peace" in the low category and to change "a world of beauty" from the medium to the low category. The control group changed the ranking of "pleasure" from the low to the medium category, while the experimental group continued to rank "pleasure" in the low category.

The differences within the group from the pre test to the post test for the experimental group on the ranking of terminal values are as follows: "freedom" and "an exciting life" changed from the medium category to the high category; "true friendship" and "family security" changed from the high category to the medium category; "a world at peace" and "a world of beauty" changed from the low category to the medium category; and "social recognition" changed from the medium category to the low category.

The differences within the group from the pre test to the post test for the control group on the ranking of terminal values are as follows: "happiness" changed from the medium category to the high category; "freedom" changed from the high category to the medium category; "pleasure" changed from the low category to the medium category; and "a world of beauty" changed from the medium category to the low category.

The results of the value clarification exercise that was conducted with the experimental group in the training program are presented here to show the values that these women decided were important values to act upon as leaders. Table 15 shows the results of the brainstorming exercise on values. From the list of brainstorming ideas, a final list of

TABLE 15

ValuesAssumptions about me:

competent	open	hesitant--encouragement
strong	considerate	wanted
inconsistent	growing	give me benefit of doubt
make mistakes	intelligent	value self
sincere	cooperative	support wanted
friendly	feeling person	no assumptions

Professional role relationship:

independence	honesty	few beliefs (dogma)
trust	advocacy	expectations
ask questions	respect	ability to communicate
share expertise--both	dependable	without jargon
ways	feedback	
equal		

Personal relationship:

be aware of other parts of life	dependable
sense of humor	honest
warm, friendly	sharing self personally
optimistic	socialize with me--yes
	& no
	allow me to be myself

As a group:

give direction	strong	experience in group
clarify	ask for support	dynamics/process
energy	encourage leadership	assertive
prepared	in others	delegates
includes everyone	task rather than	
open to criticism	educate	
	task and education	

twenty values were selected as those values that the experimental group decided were important for a leader to have and to act upon. Table 16 shows the list of twenty values. Table 17 shows the results of each participant's decision about values that they either have and want to learn to act upon in a more consistent manner, or those values that they do not have and would like to develop.

Based on the data presented, there are no significant results specifying that participants were able to incorporate their desired leadership values into actual practice. However, the results of this data do indicate the values that these particular women thought to be important to them in a leadership role.

Question Under Study 2

The question was stated as follows: Will women in the training program be able to clarify their styles of leadership?

Tables 18 and 19 present the scores for the experimental and control groups on the LEAD instrument. Each table specifies the pre and post test scores indicated in each leadership quadrant of the Tri-Dimensional Leader Effectiveness Model for each subject; plus, the basic style(s), style range, and style adaptability score for each subject on the pre and post test.

Diagram 1, following Tables 18 and 19 shows the Tri-Dimensional Leader Effectiveness Model. This diagram describes the leadership style associated with each quadrant and the effectiveness dimension scale for the style adaptability scores.

TABLE 16

Values

Encouraging potential
Optimism
Loving--nurturing
Wisdom
Self--body and soul
Cooperation
Authenticity
Strength, competence, endurance
Interpersonal exchange
Commitment to personal and political
goals
Passion, enthusiasm
Other people
Feeling
Maturity
Growth
Independence
Human
Open-minded
Imagination, creativity, ideas
Tolerance

TABLE 17

TABULATION OF VALUES CLARIFICATION EXERCISE

Values I Have and Want to Develop More/or Values
I Do Not Have and Want to Develop

<u>Value</u>	<u>Number of Participants Choosing Value</u>
1. More commitment to personal and political goals	5
2. Imagination, creativity, ideas	4
3. Open minded	4
4. Wisdom	3
5. Authenticity	3
6. Interpersonal exchange	2
7. Tolerance	2
8. Strength	2
9. Passion	2
10. Enthusiasm	2
11. Competence	2
12. Encouraging potential	2
13. Loving and nurturing	1
14. Self--body and soul	1
15. Self--body	1
16. Feeling	1
17. Independence	1
18. Optimism	1
19. Maturity	1
20. Encouraging self and others	1
21. Humor	1
22. Endurance	1

TABLE 18
LEAD SCORES
EXPERIMENTAL GROUP

Pre Test

3	4 5	2	BS*-Quad 2 SR*-Quads 1,2,3 SA*-+8
4	1 2	1	

3	6 5	2	BS-Quad 3 SR-Quads 2,3 SA-+7
4	1 0	1	

3	4 5	2	BS-Quad 2 SR-Quads 1,2,3 SA-+7
4	0 3	1	

3	4 7	2	BS-Quad 2 SR-Quads 2,3 SA-+8
4	0 1	1	

3	3 6	2	BS-Quad 2 SR-Quads 1,2,3 SA-+1
4	1 2	1	

3	5 7	2	BS-Quad 2 SR-Quads 2,3 SA-+9
4	0 0	1	

3	4 5	2	BS-Quad 2 SR-Quads 1,2,3 SA-+10
4	1 2	1	

Post Test

3	4 6	2	BS-Quad 2 SR-Quads 1,2,3 SA-+4
4	0 2	1	

3	4 8	2	BS-Quad 2 SR-Quads 2,3 SA-+2
4	0 0	1	

3	4 5	2	BS-Quad 2 SR-Quads 1,2,3 SA-+15
4	1 2	1	

3	6 3	2	BS-Quad 3 SR-Quads 1,2,3 SA-+11
4	0 3	1	

3	0 9	2	BS-Quad 2 SR-Quads 2,4 SA-+12
4	2 1	1	

3	2 8	2	BS-Quad 2 SR-Quads 2,3 SA-+9
4	1 1	1	

3	4 4	2	BS-Quads 2,3 SA-Quads 1,2,3,4 SA-+9
4	2 2	1	

*BS=basic style

*SR=style range

*SA=style adaptability

TABLE 19
LEAD SCORES
CONTROL GROUP

Pre TestPost Test

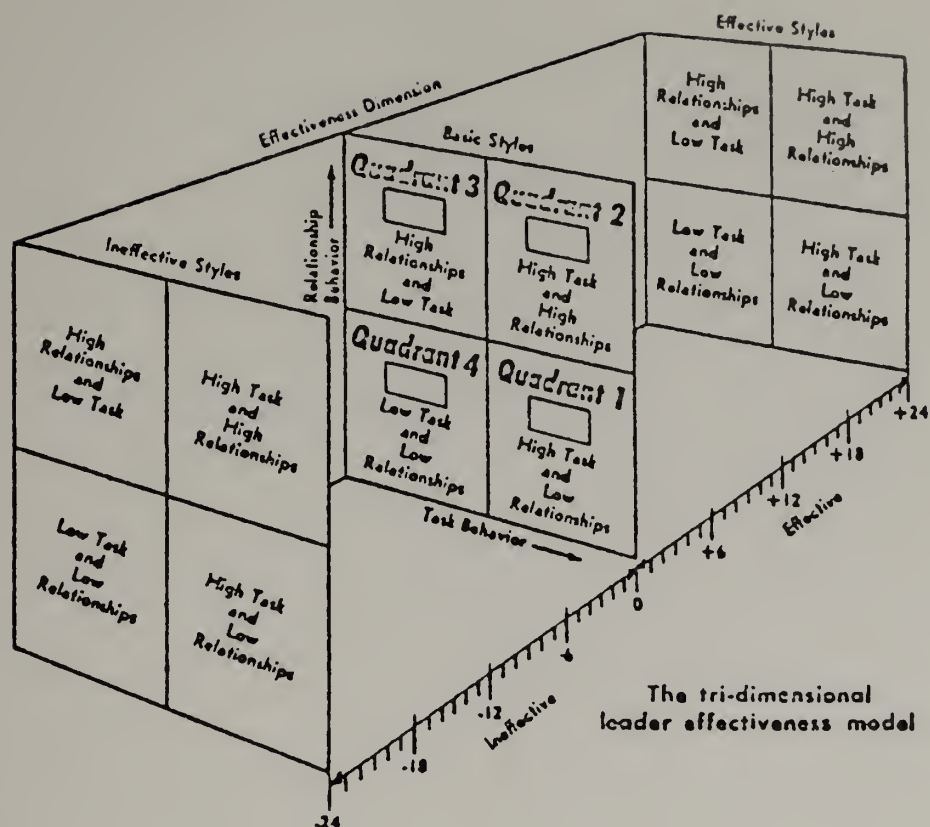
<u>Subject #8</u>				
3	3	7	2	BS*-Quad 2
				SR*-Quads 2,3
4	1	1	1	SA*+12
<u>Subject #9</u>				
3	4	7	2	BS-Quad 2
				SR-Quads 2,3
4	1	0	1	SA+10
<u>Subject #10</u>				
3	3	6	2	BS-Quad 2
				SR-Quads 1,2,3
4	1	2	1	SA+10
<u>Subject #11</u>				
3	4	6	2	BS-Quad 2
				SR-Quads 2,3
4	1	1	1	SA+16
<u>Subject #12</u>				
3	4	7	2	BS-Quad 2
				SR-Quads 2,3
4	1	0	1	SA+9
<u>Subject #13</u>				
3	4	2	2	BS-Quads 1,3
				SR-Quads 1,2,3,4
4	2	4	1	SA+5
<u>Subject #14</u>				
3	5	5	2	BS-Quads 2,3
				SR-Quads 1,2,3
4	0	2	1	SA+7

<u>Subject #8</u>				
3	3	8	2	BS-Quad 2
				SR-Quads 2,3
4	1	0	1	SA+6
<u>Subject #9</u>				
3	7	3	2	BS-Quad 3
				SR-Quads 2,3
4	1	1	1	SA+14
<u>Subject #10</u>				
3	5	5	2	BS-Quads 2,3
				SR-Quads 2,3
4	1	1	1	SA+3
<u>Subject #11</u>				
3	3	5	2	BS-Quad 2
				SR-Quads 2,3,4
4	3	1	1	SA+11
<u>Subject #12</u>				
3	4	6	2	BS-Quad 2
				SR-Quads 2,3
4	1	1	1	SA+9
<u>Subject #13</u>				
3	3	3	2	BS-Quad 4
				SR-Quads 1,2,3,4
4	4	2	1	SA+6
<u>Subject #14</u>				
3	8	3	2	BS-Quad 3
				SR-Quads 2,3
4	0	1	1	SA+9

*BS-basic style

*SR-style range

*SA-style adaptability



¹For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, 2nd Edition **MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES**, Prentice Hall, Inc. 1972.

The results of the pre and post tests for the experimental and control group will be presented according to a breakdown of the basic style, the style range, and the style adaptability scores.

Basic Style

The basic style is represented by the leadership quadrant receiving the highest score(s). There are four quadrants, representing four leadership styles, and a total of twelve points that can be distributed throughout the four quadrants. On the pre test six subjects in the experimental group indicated a basic style in Quadrant 2, High Task/High Relationship. One subject in the experimental group indicated a basic style in Quadrant 3, Low Task/High Relationship. On the pre test for the control group five subjects indicated a basic style in Quadrant 2, High Task/High Relationship. One subject in the control group indicated a basic style in Quadrants 2 and 3, High Task/High Relationship and Low Task/High Relationship.

On the post test five subjects in the experimental group indicated a basic style in Quadrant 2, High Task/High Relationship. One subject in the experimental group indicated a basic style in Quadrants 2 and 3, High Task/High Relationship and Low Task/High Relationship. One subject in the experimental group indicated a basic style in Quadrant 3, Low Task/High Relationship. On the post test three subjects in the control group indicated a basic style in Quadrant 2, High Task, High Relationship. Two subjects in the control group indicated a basic style in Quadrant 3, Low Task/High Relationship. One subject in the control group indicated a basic style in Quadrants 2 and 3, High Task/High Relationship and Low

Task/High Relationship. One subject in the control group indicated a basic style in Quadrant 4, Low Task/Low Relationship.

Style Range

The style range represents one's basic style plus any other supporting styles indicated in the four quadrants. A supporting style is indicated by any quadrant that has a score of two or more points. The style range indicates the flexibility that one has in changing leadership style according to the situation and the maturity of the members.

On the pre test in the experimental group four subjects indicated a style range in quadrants 1, 2 and 3 (High Task/Low Relationship, High Task/High Relationship, and Low Task/High Relationship). Three subjects in the experimental group indicated a style range in Quadrants 2 and 3 (High Task/High Relationship, and Low Task/High Relationship). On the pre test in the control group, two subjects indicated a style range in Quadrants 1, 2, and 3 (High Task/Low Relationship, High Task/High Relationship, and Low Task/High Relationship). Four subjects indicated a style range in Quadrants 2 and 3 (High Task/High Relationship and Low Task/High Relationship). One subject in the control group indicated a style range in Quadrants 1, 2, 3, and 4 (High Task/Low Relationship, High Task/High Relationship, Low Task/High Relationship, and Low Task/Low Relationship).

On the post test in the experimental group three subjects indicated a style range in Quadrants 1, 2, and 3 (High Task/Low Relationship, High Task/High Relationship, and Low Task/High Relationship). Two subjects in the experimental group indicated a style range in quadrants 2 and 3 (High

Task/High Relationship, Low Task/High Relationship). One subject in the experimental group indicated a style range in Quadrants 1, 2, 3, and 4 (High Task/Low Relationship, High Task/High Relationship, Low Task/High Relationship and Low Task/Low Relationship). On the post test in the control group five subjects indicated a style range in Quadrants 2 and 3 (High Task/High Relationship and Low Task/High Relationship). One subject in the control group indicated a style range in Quadrants 2, 3, and 4 (High Task/High Relationship, Low Task/High Relationship, and Low Task/Low Relationship). One subject in the control group indicated a style range in Quadrants 1, 2, 3, and 4 (High Task/Low Relationship, High Task/High Relationship, Low Task/High Relationship, and Low Task/Low Relationship).

Style Adaptability

Style adaptability is the degree to which one is able to vary one's style appropriately to the demands of a given situation according to Situational Leadership Theory. The style range is -24 to +24.

On the pre test the experimental groups' style adaptability range was from +1 to ± 10 . On the pre test the control groups' style adaptability range was from +5 to ± 16 .

On the post test the experimental groups' style adaptability range was from +2 to ± 15 . On the post test the control groups' style adaptability was from +3 to ± 14 .

A discussion of the interpretation of all these findings will take place in Chapter V.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a summary of the results, interpretations of the findings, suggestions for further research, and conclusions.

Summary

The purpose of this study was to implement a training program for women in positions of leadership. The general goal was to provide these women with the opportunity to define, develop and gain confidence in their own leadership styles and abilities; and, to broaden their concept of leadership, which has been primarily influenced by the predominance of male role models in leadership positions, to include a vision of women as leaders.

Five specific null hypotheses and two questions under study were stated. It was hypothesized that there would be no significant difference between the experimental and the control group: (1) on their motive to avoid success; (2) on their perception of their ability to perform task functions of leadership; (3) on their perceptions of their ability to perform maintenance functions of leadership; (3a) in either the experimental or the control group in their perception of their ability to perform maintenance functions of leadership over task functions of leadership; (4) in their self-confidence to perform task functions of leadership; (5) in their self-confidence to perform maintenance functions of leadership. The Questions Under Study asked: (1) will women in the training program be able to clarify their values in regard to

leadership?; (2) will women in the training program be able to clarify their styles of leadership?. A rejection level for the null hypothesis was established at .05.

To evaluate the effectiveness of the training program on the experimental group, a pre and post test control group design was used. Verbal Leads were used to measure the experimental and control group on their motive to avoid success. A Task and Maintenance Performance Continuum was developed to measure the experimental and control groups on their perceptions of their ability to perform task and maintenance functions of leadership. A Semantic Differential was administered to measure the experimental and control group on their self-confidence in performing task and maintenance functions of leadership. The Instrumental and Terminal Value Survey was administered to the experimental and control group in order to consider their priorities in ranking values. A Values Clarification Exercise was also developed and used in the training program to assess those values that women in the training program consider to be most important to a woman leader. The Leader Effectiveness and Adaptability Description (LEAD) was administered to the experimental and control group to assess their knowledge and attitudes about preferred leadership styles, style range, and style adaptability.

Once the data were collected and scored for the instruments used to test the null hypotheses, a one-way analysis of variance was used to determine the relative effectiveness of the training program by comparing the experimental group with the control group on the pre and post tests. A t test was then used to measure any significant movement within the groups from the pre to the post tests.

For Question 1 Under Study a frequency distribution of High, Medium, and Low, based on the mean for each ranked value, was used to display the instrumental and terminal values on the pre and post tests for the experimental and control group. Also, the results of the value clarification exercise that was conducted with the experimental group in the training program were presented in three charts to show the values that these women decided were important values to act upon as leaders. For Question 2 Under Study the results of the pre and post tests for the experimental and control group on the LEAD instrument were presented in a chart describing each subject's basic style(s), style range, and style adaptability.

Hypothesis 1 stated that there were no differences between the experimental and control group on their motive to avoid success. The null hypothesis was accepted. However, there was evidence that the experimental group changed significantly within the group from the pre test to the post test at the .05 level, suggesting that the training program was effective in decreasing the experimental group's motive to avoid success.

Hypothesis 2 stated that there were no differences between the experimental and control group on their perception of their ability to perform task functions of leadership. This null hypothesis was accepted.

Hypothesis 3 stated that there were no differences between the experimental and control group on their perceptions of their ability to perform maintenance functions of leadership. This null hypothesis was accepted.

Sub-hypothesis 3a stated that there were no differences in either the experimental group or the control group in their perception of their

ability to perform maintenance functions of leadership over task functions of leadership. This null hypothesis was rejected, due to the significant increase on the post test, by the control group, at the .05 level, suggesting that some women leaders perceive themselves as more capable of performing maintenance functions of leadership over task functions of leadership.

Hypothesis 4 stated that there were no differences between the experimental and control group in their self-confidence to perform task functions of leadership. This null hypothesis was rejected at the .05 level for the significant difference between the experimental and the control group on the post test. It was also rejected due to the movement within the experimental group from the pre test to the post test at the .01 level. These results suggest that the training program had a significant impact on the experimental group's increase in their self-confidence in performing task functions of leadership.

Hypothesis 5 stated that there were no differences between the experimental and control group in their self-confidence to perform maintenance functions of leadership. This null hypothesis was accepted.

The analyses of the Questions Under Study were not statistically tested for their significance. Interpretations of the analysis of this data will follow in this chapter.

Interpretation of the Findings and Suggestions for Further Research

The interpretations of the findings and suggestions for further research will be discussed according to each hypothesis and question under

study stated. There will also be a discussion of the general goals of the training program based on the subjective evaluation of the participants in the training program.

Hypothesis 1. There will be no significant differences between the experimental and control group on their motive to avoid success.

Horner (1969) defines the motive to avoid success in women as that which is based on the anxiety that arises over the conflict between achievement and femininity in achievement oriented situations. The results of the Motive to Avoid Success-Verbal Leads, indicated a significant movement at the .05 level within the experimental group from the pre test to the post test. This result suggests that a training program for women leaders, that focuses on developing and internalizing a vision of women as leaders and helps women to define, develop, and gain confidence in their own abilities and styles of leadership has the potential for decreasing women's motive to avoid success. The majority of activities in the training program that were planned for helping women to increase their motivation to succeed were very appropriate. However, in Session #2 I would change the focus of the Life Line exercise from a general review of our lives as women to one of reviewing our lives according to the leadership activities and positions that we were involved in from early childhood to the present. In this way, I believe that the participants would have gained more strength and insight into their abilities as leaders, and they would have been able to have a specific focus upon which to gain insight about the effects of their socialization.

The summed scores for the four leads had a range from -8 to +32, with the higher score indicating a high degree of motive to avoid success. The pre and post test mean scores for the experimental and control group suggest that these women did not show a high degree of motive to avoid success:

	Pre	Post
Experimental	6.43	3.57
Control	3.43	5.00

These findings could suggest that women who are in positions of leadership may already have overcome some of their motive to avoid success in achievement oriented situations.

However, the literature on women, even in leadership positions, suggests that women do not develop long-range career goals, and thus, many of these women do not progress in their chosen fields. Further research in the area of motive to avoid success might be in the study of women leaders' future career and educational goals, and whether or not this is a more accurate view of women leaders' motive to avoid success.

Hypothesis 2. There will be no significant differences between the experimental and the control group on their perception of their ability to perform task functions of leadership.

Although the null hypothesis was accepted, a closer look at the means for the experimental and control group on the pre and post tests show that these women Heads of Residence perceived themselves as being able to perform the task functions of leadership at a fairly high level of performance, with the highest possible score being 25:

	Pre	Post
Experimental	19.14	20.57
Control	19.14	20.71

Due to the emerging design of the training program, the participants in the experimental group decided upon the skills (functions of leadership) that they felt were most important for them to practice. Although the task functions of leadership were defined and discussed throughout the training program, only in Session Five did the participants actually receive feedback on the specific task functions defined in this study.

These findings suggest that a future training program should be longer in length to include specific skill building sessions around the five task functions of leadership that have been found to be important in any leadership situation. In this way the participants would have an opportunity to practice the skills involved in the task functions of leadership and to receive specific feedback on their performance of these skills.

Hypothesis 3. There will be no significant differences between the experimental and control group on their perception of their ability to perform maintenance functions of leadership.

Although the null hypothesis was accepted, the results of the mean scores on the maintenance functions of leadership indicate that the women Heads of Residence in the experimental and control group did perceive themselves as capable of performing maintenance functions of leadership at a fairly high level, with the highest possible score being a 20:

	Pre	Post
Experimental	14.43	15.57
Control	14.00	15.71

The interpretation of these results is the same as the task functions of leadership. An emerging design was used primarily in the training program, with individual participants in the experimental group deciding upon those leadership skills (functions of leadership) that they wanted to work on during the training program. Although some of the skills that they chose to work on were similar to the maintenance functions of leadership (e.g., dealing with conflict, expressing feelings), the particular maintenance functions tested were not focused upon in a deliberate manner throughout the course of the training program. During Session Five the participants in the training program received feedback specifically on the maintenance functions that they performed during the Decision Making Exercise. And, the maintenance functions were reviewed several times in the training program, with the hope and encouragement to look closely at these functions in their behavior during the training program and in their experiences outside of the training program.

These findings suggest that a future training program should be longer in length in order to include specific skill building sessions focusing on the four maintenance functions of leadership that have been found to be important in any leadership situation. In this way the participants would have the opportunity to practice the skills involved in the maintenance functions of leadership and to receive specific feedback on their performance of these skills.

Sub-hypothesis 3a. There will be no significant differences in either the experimental group or the control group in their perception of their ability to perform maintenance functions of leadership over task functions of leadership.

The assumption behind this hypothesis was that the maintenance functions of leadership represent those behaviors that women in our society have been more socialized to perform (supporting and encouraging, tension-reduction, expressing feelings, harmonizing). The results of this study indicated that there was a rejection of the null hypothesis at the .05 level of significance on the pre test in favor of the control group. As indicated in the discussion of Hypothesis 2, there was no significant difference between the experimental and control group on their perception of their ability to perform task functions of leadership.

This rejection might indicate that some women leaders perceive themselves as more capable of performing maintenance functions of leadership as opposed to task functions of leadership. However, because the hypothesis was rejected on the basis of the perceptions of the women in the control group and not on the basis of women in the experimental group, it is also possible to consider that although women may be socialized to perform behaviors inherent in the maintenance functions of leadership; as leaders some women do not necessarily perceive themselves as being capable of performing these functions.

Further research in this area may take the form of direct observation of women leaders, in order to gain a more accurate view of women leaders' ability to perform maintenance functions of leadership.

Hypothesis 4. There will be no significant differences between the experimental and the control group in their self-confidence to perform task functions of leadership.

This hypothesis was rejected at the .05 level of significance for the difference between the experimental and control group on the post test, and was also rejected at the .01 level of significance for the difference within the experimental group from the pre test to the post test. (See Table 7 for means and standard deviations.) These results suggest that the training program was significant in helping the experimental group to become more confident in the performance of task functions of leadership.

In interpreting the results of these findings, it becomes clear to me that the training program required a great deal of task oriented behavior both on my part and the part of the participants in the experimental group. Although we all tried very hard to pay attention to maintenance functions--our own feelings, supporting and encouraging each other, harmonizing and reducing tension in the group--most of our activities required the participants to be task oriented. These task oriented behaviors took the form of defining our ideal woman leader, reviewing our lives as women, discussing theory, defining our strengths and limitations as leaders, processing, designing our practice sessions and our format for feedback, developing questions for interviewing, etc. Because of this emphasis on task oriented skills that generally pervaded the training program, plus the specific times when the participants practiced task functions of leadership that they defined as important to their own development as leaders, I believe that these experiences helped

the participants in the experimental group to become more confident in their perception of their ability to perform task functions of leadership.

As suggested in the discussion of Hypothesis 2, future training programs should be lengthened in order to include specific skill sessions based on the task functions of leadership. In this way, it would be possible to measure the participants' growth on the specific task functions of leadership that were used in the instruments in this study. Hypothesis 5. There will be no significant differences between the experimental and the control group in their self-confidence to perform maintenance functions of leadership.

This null hypothesis was accepted. Although the mean scores for the experimental and control group do show an increase in their mean scores from the pre test to the post test, the findings were not significant.

	Pre	Post
Experimental	99.00	99.71
Control	103.00	103.86

The total number of points that could have been accumulated on this instrument were 130.

Based on the interpretation offered for the increase in self-confidence in the task functions of leadership, I conclude that the training program did not stress the practice of maintenance functions in the same manner that it did stress the use of task functions and skills. Throughout the course of the training program, as the instructor and

facilitator of the training program, I often felt that I was not paying enough attention to the participants' needs to express their feelings about their lives and their work outside of the training program, and even in some instances for events that had affected them during the training program. The pressures of lack of time and the amount of material that I had decided must be covered during the training program left little time for processing our group interactions and allowing time for participants to share more of their personal lives and struggles with one another. I do not mean to imply that we did not spend any time on maintenance functions in the training program; however, from the data collected on both the performance continuum and the semantic differential, it is evident that this experience was not sufficient in the area of maintenance functions of leadership to increase participants' perception of their performance or their self-confidence in the performance of maintenance functions. Future training programs must be lengthened in order to provide sufficient time for modeling maintenance functions and for providing experiences in which participants can practice and receive feedback on their own performance of maintenance functions.

Question Under Study 1. Will women in the training program be able to clarify their values in regard to leadership?

It is difficult to assess whether or not the changes in the ranking of instrumental and terminal values, for the experimental group, are directly related to the effects of the training program. I will discuss the interpretations of the findings for Rokeach's Instrumental and Terminal Value Survey in light of the possible effects of the training program, as well as by comparing the changes that took place in the control

group with the changes in the experimental group. In discussing these results, I will also refer to the values selected by the experimental group during the values clarification exercise in the training program.

Instrumental Values

The term instrumental values refers to modes of conduct. There are two kinds of instrumental values that Rokeach specifies. The first type of instrumental values are moral values referring mainly to modes of behavior that are interpersonal in focus, and when violated, arouse pangs of conscience or feelings of guilt for wrongdoing. The second type of instrumental values refers to those values that focus on competence or self-actualization.

Those values with a two point increase or decrease in means will be discussed as those that may indicate a significant change from the pre test to the post test. A decrease in score indicates a higher ranking of a value.

There are only two significant changes for the experimental group rankings, considering the two point increase or decrease in means. "Independent" moved from 6.14 to 3.86 to become the highest ranked value on the post test. One interpretation of this change may be based on the fact that women in the experimental group selected independence as a value that they felt to be important to a woman leader, in the values clarification exercise during the training program. If this interpretation is sound, then the values clarification exercise in the training program was significant in helping these women to clarify their values in regard to leadership. The second change in ranking for

the experimental group was on the ranking of "imaginative." This ranking changed from 10.43 to 8.00, with a 2.43 decrease. Again the experimental group selected imaginative in the values clarification exercise, during the training program, as a value that was important to a woman leader. Although "imaginative" was ranked ninth on the post test, it does indicate a movement in the direction of these women considering "imagination" to be more important as a value than it was on the pre test. Again, the training program may have been significant in helping these women to clarify imagination as a value that they feel to be important to themselves as women leaders.

A summary of the change in ranking that took place in the control group at the two point increase or decrease is significant because the experimental group remained fairly constant in their rankings of these values. The control group increased their rankings of "forgiving" which moved from 9.00 to 5.29, with a 3.71 decrease; and, increased their ranking of "logical" which moved from 12.00 to 10.27, with a 2.27 decrease. The control group increased their ranking of "responsible," from 6.43 to 9.71, with a 3.28 increase; and, increased the ranking of "capable" from 5.21 to 9.00, with a 3.79 increase. The experimental group consistently ranked "capable" and "responsible" in the high category, with "forgiving" in the medium category, and "logical" in the low category.

Terminal Values

Terminal values refer to end-states of existence. Rokeach defines two kinds of terminal values. The first type of terminal value refers

to those values that are self-centered or intrapersonal in focus, and the second kind refers to those values that are society-centered or interpersonal in focus.

In interpreting the results of the Terminal Value Survey, using the two point increase or decrease in mean scores for the experimental and control group, only one significant change took place. This may be due to the nature of the values being studied. While the instrumental values are those that refer to modes of conduct, and may be more easily considered for change by an individual, the terminal values refer to end states of existence; and, as indicated by this study, these values are not ones that change easily in a short period of time.

The one change that did occur took place in the experimental group in the ranking of "family security." This ranking changed from a high ranking of 7.00 to a medium ranking of 10.14, with a 3.14 increase. Traditionally women have placed a great deal of importance on family security, in part because women have been socialized to get married and raise a family. Perhaps the training program provided women in the experimental group with an increase in self-confidence about their own capabilities as leaders. If this is true, then it is possible that on the post test these women were freer to rank other values as more important than family security. Again, by referring back to the ranking of instrumental values, the highest ranked value on the post test in this category was "independent." Therefore, it might be assumed that an increase in the value of independence may have led to a decrease in the need for family security.

Suggestions for further studies in regard to values that women consider to be important in leadership would include the continuation of the use of the Instrumental Value Survey for this purpose. Since these values represent modes of conduct and many of the values can be related to leadership, it is important to continue the study of these values with larger populations of women leaders. Because the population used in this study was so small, it was not possible to analyze the data in a refined manner. As an outcome of the results of this study, I would suggest that the Terminal Value Survey may not be appropriate to the purposes of studying women's values in regard to leadership, although it may be an important tool for discussion within a training program to help women to look at some of the broader values in their lives and to also assist with long-range career goals in terms of life style and career choices. Another suggestion for further research would be to refine the values associated with leadership that were decided upon by the experimental group in the values clarification exercise in this study. This could be done by working with many populations of women leaders to help them to generate their own lists of values to find those that are most consistent among women leaders.

A final outcome of the data collected on women's values is a brief look at the similarities and differences between the combined results of the experimental and control group, on their instrumental and terminal values post tests, with the terminal and instrumental value rankings of Rokeach's (1973) national sample of women (administered in the latter part of April 1968) and drawn from all strata of American adults over twenty-one) in Table 20 and Table 21.

TABLE 20
 TERMINAL VALUES

<u>Rokeach-National Sample of Women</u>		<u>Experimental and Control Means</u>	
1. A world at peace	3.0	1. Self respect	3.5
2. Family security	3.8	2. Mature love	5.1
3. Freedom	6.1	3. True friendship	6.0
4. Salvation	7.3	4. Inner harmony	6.1
5. Happiness	7.4	5. Freedom	6.7
6. Self respect	7.4	6. Wisdom	7.2
7. Wisdom	7.7	7. An exciting life	7.8
8. Equality	8.3	8. Happiness	8.0
9. True friendship	9.1	9. Equality	8.5
10. A sense of accomplishment		10. A sense of accomplishment	9.1
11. National security	9.8	11. Family security	9.3
12. Inner harmony	9.8	12. A world at peace	11.0
13. A comfortable life	10.0	13. Pleasure	11.5
14. Mature love	12.3	14. A world of beauty	12.1
15. A world of beauty	13.5	15. Social recognition	12.5
16. Pleasure	15.0	16. A comfortable life	13.8
17. Social recognition	15.0	17. Salvation	15.8
18. An exciting life	15.8	18. National security	16.4

(Rokeach, 1973, p. 57)

TABLE 21
INSTRUMENTAL VALUES

<u>Rokeach-National Sample of Women</u>		<u>Experimental and Control Group</u>	
1. Honest	3.2	1. Honest	4.0
2. Forgiving	6.4	2. Loving	4.4
3. Responsible	6.8	3. Independent	4.9
4. Ambitious	7.4	4. Broadminded	6.7
5. Broadminded	7.7	5. Imaginative	6.7
6. Courageous	8.1	6. Capable	7.1
7. Helpful	8.1	7. Responsible	7.8
8. Clean	8.1	8. Helpful	7.8
9. Loving	8.6	9. Intellectual	7.9
10. Cheerful	9.4	10. Forgiving	8.1
11. Self-controlled	9.5	11. Courageous	8.8
12. Capable	10.1	12. Cheerful	11.5
13. Polite	10.7	13. Logical	11.8
14. Independent	10.7	14. Ambitious	13.5
15. Obedient	13.1	15. Self-controlled	13.6
16. Intellectual	13.2	16. Clean	14.1
17. Logical	14.7	17. Polite	15.3
18. Imaginative	16.1	18. Obedient	16.9

(Rokeach, 1973, p. 58)

This comparison indicates that although there are some similarities in the rankings between Rokeach's national sample of women and the combined rankings of the experimental and control group, there are many more differences. This comparison may suggest that the value rankings of women leaders may be very different from the value rankings of the general population of women. It is also possible that the eight years elapsing between Rokeach's (1968) study and the current study (1976) may have provided the influence of the women's movement as a contribution in the changing values of American women. In either event, the need for further research in the area of women leaders' values is evident.

Question Under Study 2. Will women in the training program be able to clarify their styles of leadership?

As stated in Chapter IV, the LEAD instrument did not assess any behavioral changes in the populations' use of a basic leadership style, style range, or style adaptability. The LEAD instrument was a measure of any knowledge or attitude changes that may have taken place as a result of learning more about the theory involved in the Tri-Dimensional Leader Effectiveness Model. The major use of the LEAD instrument in this study was to provide feedback on the results of their pre test to the participants in the experimental group. During the training program, we used the results of the LEAD pre-test to help us to understand our own styles of leadership and to further understand the Tri-Dimensional Leader Effectiveness Model developed by Hersey and Blanchard (1969).

The results of the LEAD instrument will be interpreted for the knowledge that can be gained about the selection of basic styles, style ranges, and style adaptability of these women leaders.

Overall a comparison of the experimental and control group on the post test reports the basic style of these women as:

Experimental		Control	
Quadrant	Number	Quadrant	Number
2 (HT/HR)*	5	2	3
3 (LT/HR)**	1	3	3
2 and 3	1	2 and 3	1
		4 (LT/LR)***	1

*High Task/High Relationship

**Low Task/High Relationship

***Low Task/Low Relationship

The results of this data indicate that the predominant basic style selected by this population of women heads of residence falls in Quadrants 2 and 3. Blanchard and Hersey (1977) say that this style tends to be the most frequently identified style in the United States and the other countries with a high level of education and extensive industrial experience.

An overall comparison of the style ranges of the experimental and control group on the post test is:

Experimental		Control	
Quadrants	Number	Quadrants	Number
2, 3	2	2, 3	5
1, 2, 3	3	1, 2, 3	0
1, 2, 3, 4	1	1, 2, 3, 4	1
2, 4	1	2, 4	0
2, 3, 4	0	2, 3, 4	1

The results of this data indicate that overall the experimental group had a broader and more flexible style range, with four women having a style range of three or more and only two women having a style range of three or more in the control group. Styles 1 and 4 are considered risky styles by Hersey and Blanchard (1977) because if they are used inappropriately, they can result in a great deal of crisis. The results of this study using the combined data for the experimental and control group show that seven women Heads of Residence have selected these risky styles as part of their style range.

In interpreting these results for the effectiveness of the training program on the increase in style range for the experimental group, only two women increased their style ranges from the pre test to the post test. However, the data does suggest that women in the experimental group had a broader and more flexible style range overall on the post test than did the control group. This, at least, indicates that women in the training program were aware of the need to develop more flexible styles of leadership. Whether these results were directly related to the training program or an outcome of their experience in their work situations is not conclusive from this data.

Three women in the experimental group increased their style adaptability scores from the pre test to the post test, while three women decreased their scores, and one woman stayed the same in her score. The breakdown of results for the control group was exactly the same as the experimental group.

Further research in the clarification of styles of leadership for women leaders may take two forms. One suggestion would be to observe

women leaders to gain a more accurate picture of their actual leadership behavior. Another suggestion that has been used for various populations is to administer the LEAD instrument to populations that work with specific women leaders, and have the populations respond to the way in which they perceive the women leaders' style in each leadership situation. In this way a more accurate comparison of the way in which women leaders see their own style and the way in which the population they work with see them can be studied.

General Goal of the Training Program: to provide women Heads of Residence with the opportunity to define, develop and gain confidence in their own leadership styles and abilities; and, to broaden their concept of leadership, which has been primarily influenced by the predominance of male role models in leadership positions, to include a vision of women as leaders.

Rather than write about my own interpretations of the effects of the general goals of the training program upon the growth of the women in the training program, I would like to close this section with some of their own insights:

. . . the course has contributed towards a sense of freedom (my initial goal--to be myself) about my leadership style.

. . . I know I am clearer about my values as a leader and in myself as a leader and that I have a more critical perspective to view leadership models from. The support this group provided was invaluable.

. . . I don't think my leadership style changed as a result of this course. I learned that I do better at blending task and maintenance functions than I thought I did. More than anything else this course gave me support when I needed it.

. . . What I have gained from this group:
 consciousness and awareness that I have a style of leadership
 awareness that my style affects results I get
 permission to change, adapt, improve my style
 support for striving for an 'ideal' model
 support for skills I already have
 support for experimenting, trying out and failing
 opportunity to see others as leaders, compare styles, etc.
 clarification of what I value in others and self
 feelings of competency and confidence in self
 friends

. . . Now I can see that clarifying what I thought a leader was, where I was hoping to go as a leader, what my expectations of myself were, helped me think of myself as a leader. The actual experience of working with a group was most helpful. As a member or a leader I think I see myself acting in a way that others interpreted differently. Comparing how we present ourselves through description to how we actually act was enlightening.

. . . Maude (our ideal woman leader) and the woman leader we interviewed really helped me see myself as a leader.

What has become more clear in the past year or so, especially during this course, is that I want to be and enjoy being a leader. Before I never felt comfortable about saying so. Somehow for me to say that seemed too pretentious and presumptuous. But being in a group where there was a lot of support, and where I had opportunities to look into myself and articulate feelings, skills, and values concerning my leadership style helped me to realize skills I already have and gave me more confidence.

Conclusions

Several conclusions are possible from this study. In generalizing about the use of the Training Program developed in this study for use with other populations of women leaders, one must keep in mind that the women Heads of Residence in the experimental group volunteered their participation in the training program.

The final conclusions of this study indicate that some women leaders perceive themselves as able to perform maintenance functions of leadership at a significantly higher level than task functions of

leadership. The Training Program implemented in this study was effective in helping the women in the training program to significantly decrease their motive to avoid success and to significantly increase their self-confidence in performing task functions of leadership.

There is also some indication from this study that the Training Program may have been effective in increasing the significance of the values "independence" and "imagination" as those instrumental values that are important to a woman leader. The decrease in the importance of the terminal value "family security" may indicate that women in the training program became less dependent on this value as a result of the experiences in the training program.

The conclusions reached in this study suggest that further research should be continued in the identification of women leaders' motive to avoid success, specific skill training in the task functions of leadership, and a continuation of the study of values that are important to women leaders.

In addition to these conclusions, the following recommendations are made to increase the effectiveness of any future training programs for women: (1) to lengthen the training programs to include specific skill sessions on the task and maintenance functions of leadership in order to increase women leaders' ability to perform these functions and also to increase their self-confidence in the performance of these functions; (2) to gain more accurate information on the leadership styles of women leaders the LEAD instrument should continue to be completed by women leaders and should also be completed by the populations that

these women work with, to obtain their perception of each woman's use of leadership styles.

Training programs for women leaders are highly suggested by the research on women in leadership positions. This training program, according to the participants in the training program, did increase their ability to see themselves as leaders and to begin to define their skills, values, and leadership styles. It is extremely important that research continue in the field of training for women leaders in order to increase the internal . . . and external vision of women as leaders.

I would like to conclude this study in the same way in which it began. The following statement is taken from the first letter that I sent to women Heads of Residence and Central Staff inviting them to participate in the training program.

I would like to begin by telling you something about myself and why I am so excited and interested in the subject of women and leadership. For the past ten years my experiences have included being a Head of Residence, an Assistant Area Coordinator, an Area Coordinator, Director of a Resource Center in a Residential Area, Coordinator of Staff Training in a Residential area, and various consulting, counseling and teaching experiences. About a year and a half ago, when I was deciding about my dissertation topic, I realized that my two greatest concerns were developing staff training programs for Heads of Residence that would increase their self-confidence and knowledge about the many skills and abilities that they possess, as well as a very strong and personal commitment to helping women to believe in themselves as leaders. My own experience as a leader often found me in conflict with the societal definitions of what a 'good' leader should be, the definition of life-styles that a committed leader must follow, and the total emphasis I sometimes felt on performing leadership functions from a value base that was alien to my commitment to the growth and health of human beings in any situation in which I am participating as a leader or a member. My personal belief is that women have a great deal to offer to our society in terms of the values and leadership models that we can provide if we take the time to fully develop our potential in the area of leadership. I also believe there is a great deal to learn from existing research and theory on leadership styles. However, for me, it is

important to look at the research, theory, and skills involved in leadership and apply them in a manner that is consistent with my values. Since our society has not provided us with a great many models in terms of women in leadership positions, I believe it is important for those of us who are involved in positions of leadership to begin to assess our own strengths and skills, to decide what we want to learn and develop to increase our leadership abilities, and to develop a value base upon which we can determine our own unique styles of leadership. (Carew, 1976)

I believed this statement then, and I believe it now. This study has taken a small step in helping seven women to begin to define themselves as leaders. My hope is for the continued advancement of training programs for women leaders in every field.

BIBLIOGRAPHY

- Adams, Edward F. "A Multivariate Study of Subordinate Perceptions of the Attitudes toward Minority and Majority Managers." Journal of Applied Psychology. Vol. 63, No. 3, June 1978, pp. 227-288.
- Aries, Philippe, Psychology Today, August 1975.
- Atkinson, J.W. (ed.) Motives in Fantasy, Action and Society. Princeton, N. J.: D. Van Nostrand, 1958.
- Atkinson, J.S. and Litwin, G.H. "Achievement Motive and Test Anxiety Conceived as Motive to Approach Success and Motive to Avoid Failure." Journal of Abnormal and Social Psychology, 1960, p. 60.
- Badawy, M.K. How Women Managers View Their Role in the Organization. 1978.
- Bales, R.D. Interaction Process Analysis: A Method for the Study of Small Groups. Cambridge, Mass.: Addison-Wesley Press, 1960.
- Ball-Rokeach, S.J. "Values Underlying Attitude toward Women's Liberation." Unpublished paper, 1972.
- Bardwick, Judith M. Psychology of Women, A Study of Bio-Cultural Conflicts. New York: Harper and Row, 1971.
- Bartol, K. "Male Versus Female Leaders: The Effect of Leader Need for Dominance on Follower Satisfaction." Academy of Management Journal, No. 17 (1974), pp. 225-233.
- Baruch, Rhoda. The Interruption and Resumption of Women's Careers. Cambridge, Mass: Harvard Studies in Career Development, 1966.
- Benne, K.D. and Sheat, P. "Functional Roles of Group Members." Journal of Social Issues, Vol. IV, 1948.
- Berry, Dick. "As Women Move into Management." Management. Vol. 29, No. 3, May/June 1977, pp. 10-13.
- Broverman, Inge K.; Broverman, D.M.; Clarkson, F.E.; Rosenkrantz, P.S.; Vogel, S.R. "Sex-Role Stereotypes and Clinical Judgments of Mental Health." Journal of Consulting and Clinical Psychology, Vol. 34, 1970.

- Bunch-Weeks, Charlotte, "A Broom of One's Own, Notes on the Women's Liberation Program." The New Woman. J. Cooke, C. Bunch-Weeks, R. Morgan, eds., (Connecticut: Fawcett Publications, 1953).
- Burris, B. in agreement with K. Barry, T. Moon, J. DeLor, J. Parent, and C. Stadelman. The Fourth World Manifests: An Angry Response to an Imperialist Venture against the Women's Liberation Movement. New Haven, Conn: Advocate Press, 1971.
- Cartwright, Dorwin and Zander, Alvin. Group Dynamics Research and Theory, (New York: Harper & Row Publishers, 1953).
- Chapman, J. and Luthans, F. "The Female Leadership Dilemma," Public Personnel Management Number 4 (1975) pp. 173-179.
- Chesler, Phyllis. Women and Madness. New York: Doubleday and Company, 1972.
- Crandall, Virginia, W. Katkovsky, A. Preston. "Motivational and Ability Determinants of Young Children's Intellectual Achievement Behaviors," Child Development (1962) 33:643-661.
- Crandall, Virginia, A. Rabson, "Children's Repetition Choices in an Intellectual Achievement Situation Following Success and Failure," Journal of Genetic Psychology. 1960, 97:161-168.
- Crosby, Jeanne West. "An Exploratory Study of Women Superintendents." Unpublished Doctoral Disseration, University of Massachusetts at Amherst, 1973.
- Day, D., and Stogdill, R. "Leader Behavior of Male and Female Supervisors: A Comparative Study." Personnel Psychology, No. 25 1972, pp. 353-360.
- deCastillejo, Irene Claremont. Knowing Woman A Feminine Psychology. New York: Harper Colophon Books, 1973.
- Denmark, F. Styles of Leadership. Pr-sidential address for Division 35 presented at the annual Convention of the American Psychological Association, Washington, D.C., September 1976.
- Douvan, Elizabeth, J. Adelson. The Adolescent Experience. New York: Wiley, 1966.
- Eddy, William S. and W. Warner Burke and Vladmir Dupre and Oron P. South (Eds.) Behavioral Science and the Manager's Role. (NTL Institute for Applied Behavioral Science, 1969).

- Epstein, Cynthia Fuchs, "Bringing Women In: Rewards, Punishments, and the Structure of Achievement," Women & Success The Anatomy of Achievement. Ed. Ruth B. Kundsins. New York: William Morrow and Company, 1975.
- Epstein, Cynthia Fuchs. Woman's Place Options and Limits in Professional Careers. Los Angeles: University of California Press, 1970.
- Fiedler, Frederick. A Theory of Leadership Effectiveness. New York: McGraw Hill Book Company, 1967.
- Firestone, Shulamith. The Dialectic of Sex. New York: William Morrow, 1970.
- French, E.G. "Some Characteristics of Achievement Motivation," Journal of Experimental Psychology. Vol. 50, 1955.
- Friedan, Betty. The Feminine Mystique. New York: Dell Publishing Company, 1970.
- Friere, Paulo. Education for Critical Consciousness. New York: The Seabury Press, 1973.
- Gelpi, Barbara Charlesworth, "The Androgyne," Women & Analysis, Jean Strouse (Ed.), New York: Grossman Publishers, 1974.
- Goldstein, Paul J. and Sorensen, Jan. "Becoming the Executive You'd Like to Be--A program for Female Middle Managers." Advanced Management Journal, Vol. 42, No. 4, pp. 41-49.
- Halpin, A.W. "The Leadership Ideology of Aircraft Commanders," Journal of Applied Psychology. 1955b, No. 39, pp. 82-84.
- Halpin, Andrew W., "The Leadership Behavior of School Superintendents," Midwest Administration Center: University of Chicago, 1956.
- Harding, M. Esther. The Way of all Women. New York: G. P. Putnam's Sons, 1970.
- Harris, A. "The Tori Model of Change and the Changing Woman." Training and Development Journal, Vol. 29, 1975.
- Hennig, Margaret M., "Family Dynamics and the Successful Woman Executive," Women & Success the Anatomy of Achievement, Ruth B. Kundsins, Ed. New York: William Morrow and Company, 1975.
- Hennig, Margaret and Anne Jardin, The Managerial Woman. New York: Anchor Press, 1976.
- Hersey, Paul and Blanchard, Kenneth H. Management of Organizational Behavior. New Jersey: Prentice Hall, Inc., 1972.

- Horner, Matina S. Sex Differences in Achievement Motivation and Performance in Competitive and Non-Competitive Situations. Ann Arbor: University Microfilms Limited, 1968.
- Horner, Matina. "A Bright Woman is Caught in a Double Bind," Psychology Today. November 1969.
- Horner, Matina. "Femininity and Successful Achievement: A Basic Inconsistency." Roles Women Play: Readings Toward Women's Liberation. Michele Hoffnung Gaskof, ed., Belmont, Calif: Brooks/Cole Publishing Co., 1971.
- Horner, Matina S. and Walsh, Mary R. "Psychological Barriers to Success in Women," Women & Success The Anatomy of Achievement. Ruth B. Kundsins, Ed. New York: William Morrow and Company, 1974.
- Horner, Matina, Tresemer, David W., Berens, Anne E., and Watson, Jr., Robert I. Scoring Manual for an Empirically Derived Scoring System for Motive to Avoid Success. Unpublished, 1973.
- Horney, Karen. Feminine Psychology. New York: W. W. Norton and Company, Inc. 1967.
- Horney, Karen. "The Flight from Womanhood." Women and Analysis. Jean Strouse, Ed. New York: Grossman Publishers, 1974.
- Jakubowski-Spector. "Facilitating the Growth of Women Through Assertive Training."
- Jung, Emma. "On the Nature of the Animus." Women and Analysis, Jean Strouse, ed. New York: Grossman Publishers, 1974.
- Kagan, J. and Moss, H. Birth to Maturity. New York: Wiley, 1962.
- Kaye, B., and Scheele A. "Leadership Training." New Directions for Higher Education, 1975, 3, 79-83.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehard and Winston, Inc., 1964.
- Knickerbocker, Irving. "Leadership: A Conception and Some Implications." Journal of Social Science Issues. Summer, 1948.
- Korman, A.K. "Consideration, Initiating Structure, and Organizational Criteria--A Review." Personnel Psychology: A Journal of Applied Research. Vol. 19, Winter, 1966.
- Kundsins, Ruth B. Ed. Women & Success the Anatomy of Achievement. New York: William Morrow and Company, 1971.

- Likert, R. and Kahn, R. L. "Planning for Effective Leadership." Planning and Training for Effective Leadership. S. Seashore, (ed.) Ann Arbor, Michigan: Foundation for Research on Human Behavior, 1952.
- Lipinski, Beatrice. Sex Role Conflict and Achievement Motivation in College Women. Dissertation Abstracts (26:4077).
- Maccoby, Eleanor E. "Sex Differences in Intellectual Functioning." The Development of Sex Differences. Eleanor Maccoby (ed.). Stanford, Calif: Stanford University Press, 1966.
- Maslow, A. H. "Self-Esteem (Dominance - Feeling) and Sexuality in Women." Journal of Social Psychology, Vol. 16, 1942.
- Maslow, A. H. "Some Basic Propositions of Holistic-Dynamic Psychology." An unpublished paper, Brandeis University. In Friedan, Betty. The Feminine Mystique. New York: Dell Publishing Company, 1970.
- McClelland, D. C., Atkinson, J. W., Clark, R. A., and Lowell, E. L. The Achievement Motive. New York: Appleton-Century-Crofts, 1953.
- McClelland, David C. "Wanted: A New Self-Image for Women." in The Woman in America, Lifton, Robert Jay, (ed.). Boston: Houghton Mifflin Company, 1965, pp. 1974-84.
- McCloy, R. L. "Developing Women in Business." Industrial Management. Vol. 18, No. 5, Sept./Oct. 1976, pp. 21-33.
- Mead, Margaret. Sex Temperament in Three Primitive Societies. New York, 1935.
- Mead, Margaret. Male and Female. New York: Murrow, 1949.
- Mitchell, Juliet. "Mitchell on Freud." Women and Analysis. Jean Strouse (ed.). New York: Grossman Publishers, 1974.
- Nunnally, J. Popular Conceptions of Mental Health. New York: Holt, Rinehart and Winston, Inc., 1961.
- Oakley, Mary Ann B. Elizabeth Cady Stanton. The Feminist Press, 1972.
- O'Brien, Gordon E. "Leadership in Organizational Settings." The Journal of Applied Behavioral Science. Vol. 5, No. 1, 1969.
- Osborn, R. and Vicars, W. "Sex Stereotypes: An Artifact in Leader Behavior and Subordinate Satisfaction Analysis?" Academy of Management Journal, 19(3), 1976, pp. 439-449.
- Osgood, C., Suci, C. and Tannenbaum, P. The Measurement of Meaning. Urbana, Ill: University of Illinois Press, 1957.

- Petty, M. M., and Miles, R. H. "Leader Sex-Role Stereotyping in a Female-Dominated Work Culture." Personnel Psychology, No. 29, 1976, pp. 393-404.
- Pilla, Barbara A. "Women in Business." Training and Development Journal. Vol. 31, No. 11, November 1977, pp. 22-25.
- Polk, Barbara. "Male Power and the Women's Movement." The Journal of Applied Behavioral Science. Vol. 10, No. 3, 1974.
- Raths, Louis E., Harmin, Merrill, and Simon, Sidney. Values and Teaching, Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.
- Reif, W., Newstrom, J., and Monczka, R. "Exploding Some Myths about Women Managers." California Management Review, No. 17(4), 1975, pp. 72-79.
- Robertson, Dan H., Hackett, Donald W. "Saleswomen--Perceptions, Problems, and Prospects." Journal of Marketing. Vol. 41, No. 3, July 1977, pp. 66-71.
- Rokeach, Milton. The Nature of Human Values. New York: The Free Press, 1973.
- Sacks, Karen. "Social Bases for Sexual Equality." Sisterhood is Powerful. Robin Morgan (ed.). New York: Vintage Books, 1970.
- Schein, Virginia. "Cliche Thinking Still Bars Gains by Women--Schein." Marketing News, Vol. 10, No. 16, February 25, 1977, p. 3.
- "Self Evaluation is Key to Career Planning, Hyde Says." Marketing News, Vol. 42, No. 1, January 1978, pp. 92-98.
- Slater, Philip. Earthwalk. New York: Anchor Books, 1974.
- Smith, William. Unpublished Dissertation, 1975, Chapter 3.
- Snider, James G. and Osgood, Charles E. Semantic Differential Technique. Chicago: Aldine Publishing Company, 1969.
- Stogdill, R. M. and Conns, A. E., eds. "Leader Behavior: Its Description and Measurement." Research Monograph, Bureau of Business Research, Ohio State University, No. 88, 1957.
- Strouse, Jean (ed.). Women and Analysis Dialogues on Psychoanalytic Views of Femininity. New York: Grossman Publishers, 1974.

APPENDIX 1

October 1, 1976

Dear Women Heads of Residence and Central Staff Women,

The purpose of this communciation is to tell you about the course I am offering to Women Heads of Residence and Central Staff Women entitled, "Women and Leadership Styles."

I would like to begin by telling you something about myself and why I am so excited and interested in the subject of women and leadership. For the past ten years my experiences have included being a Head of Residence, an Assistant Area Coordinator, an Area Coordinator, Director of a Resource Center in a Residential Area, Coordinator of Staff Training in a Residential area, and various consulting, counseling and teaching experiences. About a year and a half ago, when I was deciding about my dissertation topic, I realized that my two greatest concerns were developing staff training programs for Heads of Residence that would increase their self-confidence and knowledge about the many skills and abilities that they possess, as well as a very strong and personal commitment to helping women to believe in themselves as leaders. My own experience as a leader often found me in conflict with the societal definitions of what a "good" leader should be, the definition of life-styles that a committed leader must follow, and the total emphasis I sometimes felt on performing leadership functions from a value base that was alien to my commitment to the growth and health of human beings in any situation in which I am participating as a leader or a member. My personal belief is that women have a great deal to offer to our society in terms of the values and leadership models that we can provide if we take the time to fully develop our potential in the area of leadership. I also believe there is a great deal to learn from existing research and theory, and skills involved in leadership and apply them in a manner that is consistent with my values. Since our society has not provided us with a great many models in terms of women in leadership positions I believe it is important for those of us who are involved in positions of leadership to begin to assess our own strengths and skills, to decide what we want to develop to increase our leadership abilities, and to develop a value base upon which we can determine our own unique styles of leadership.

"WOMEN AND LEADERSHIP STYLES"

GOALS: (1) to clarify our values as they relate to leadership; (2) to increase our self-confidence in the skills we have been socialized to possess as well as choosing and practicing from among the skills that we have been more alienated from through our socialization; (3) to increase our self-confidence in our ability to be leaders and to develop our own unique styles of leadership; (4) to learn and analyze

leadership theory as it relates to our own values and our emerging leadership styles; (5) to consider the implications of being a leader; and (6) to consider the implications of leadership as it relates to our lifestyles.

DATES: The training program will take place on the following dates:

Wednesday, October 27, 2:00 p.m. to 5:00 p.m. (pre-test instrumentation will be the primary focus)

Friday, October 29, 9:00 a.m. to 5:00 p.m.

Wednesday, November 3, 1:30 p.m. to 4:30 p.m.

Wednesday, November 10, 1:30 p.m. to 4:30 p.m.

Friday, November 12, 9:00 a.m. to 5:00 p.m.

Wednesday, November 17, 2:00 p.m. to 5:00 p.m.

Friday, December 3, 9:00 a.m. to 5:00 p.m.

Wednesday, December 8, 2:00 p.m. to 5:00 p.m.

Please consider carefully whether or not this training program is one that you would like to commit yourself to--it is extremely important that you are willing to attend all sessions as outlined on the schedule. I know that this is a big commitment and that your time is already very precious to you, but I believe that this program will provide a great deal of learning and renewed energy for all of us involved.

CLASS SIZE: In order to have an effective training program, I would like to have at least eight women and no more than twelve women enrolled in the program.

QUESTIONNAIRE: The enclosed questionnaire will help me to design a training program that will meet as many of your needs as possible. Please return this questionnaire to me by October 11th. My office is located in 209 Berkshire, or you may drop the questionnaire off in my mailbox, in the reception room, on the first floor of Berkshire. Thank you!

BIOGRAPHIES AND AUTOBIOGRAPHIES

Elizabeth Cady Stanton: There are several biographies written on her life. Her autobiography is Eighty Years and More.

Ida B. Wells: A crusader against black oppression from post-Reconstruction to 1931. Her autobiography is called Crusade for Justice.

Shirley Chisholm: Her autobiography, Unbought and Unbossed, tells how our first Congresswoman has singlehandedly challenged some of America's most cherished and carefully guarded prejudices.

Margaret Sanger: Her autobiography, Margaret Sanger, traces her battle to establish birth control as a basic human right. Margaret Sanger, Pioneer of Birth Control by L. Lader and M. Meltzer.

Sojourner Truth: This woman born into slavery, penniless, unable to read or write but endowed with an indomitable spirit, walked the roads of this country telling and singing the evils of slavery, women's rights and labor reform. Journey Toward Freedom by Jacqueline Bernard.

Bernadette Devlin: The Price of My Soul by Ms. Devlin tells of her experiences in the Irish civil rights movement, her winning of a seat in Parliament and her six months in jail in 1972.

Emma Goldman: She was an alien, a practicing anarchist, a labor agitator, a pacifist, a feminist, proponent of free love and birth control, a communist and a street fighter for justice. Her autobiography is called Living My Life.

Women of Courage by Dorothy Nathan has profiles of five American women: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, and Margaret Mead.

Growing Up Female in America: Ten Lives, Eve Merriam, Ed. Ten different women, living in different times and places and from different social and economic backgrounds, describe their lives in their own words. Included are Maria Mitchell, Astronomer; Susie Dring Taylor, social worker, Elizabeth Cady Stanton.

Sarah and Angelina Grimka: These two rebel Southern ladies became voluntary exiles in order to live according to conscience and speak out for abolition of slavery. Their story is told by Gerda Lerner in The Grimke Sisters from South Carolina.

Other women who have influenced our history and thinking include:

Simone De Beauvoir, The Prime of Life
Joan Baez, Sad Carnival
Shirley MacLaine, Don't Fall Off the Mountain
Isadora Duncan, Isadora
Marya Manner, Out of My Time
Lillian Hellman, An Unfinished Woman
Margaret Chase Smith, The Senator from Maine by Alice Fleming
Lillian Wald, Neighbor to the World by Irvin Block
Susan B. Anthony, Susan B. Anthony by Alma Lutz

WOMEN AND LEADERSHIP STYLES QUESTIONNAIRE

Name _____

Address _____

Telephone # _____

My educational background is...

My current position of employment is...

Previous leadership experiences (formal or informal) have been...

Other leadership training I have participated in has been...

Most of the time, when I think about myself as a leader, I feel:

ANXIOUS	UNCOMFORTABLE	COMFORTABLE DEPENDING ON THE SITUATION AND TASK AT HAND	COMFORTABLE ALL SITUATIONS AND TASKS
---------	---------------	---	--

Barriers within me and within society which I feel have kept me from becoming a more effective leader are...

In your current position of leadership, consider the functions and situations in which you are expected to use your leadership abilities- and then respond to the following:

List three functions or situations in which you feel most comfortable with yourself as a leader...

List three functions or situations in which you feel the most anxious about yourself as a leader...

As a participant in this course:

- a. I would like to improve my skills in...
- b. I would like to learn more about...
- c. I hope to gain

Any additional comments...

Return to RENE CAREW, 209 Berkshire, Community Development Center, by
OCTOBER 11.

PARTICIPANT _____

INSTRUCTIONS

You are going to see a series of verbal leads or cues, and your task is to tell a story that is suggested to you by each cue. Try to imagine what is going on in each. Then tell what the situation is, what led up to the situation, what the people are thinking and feeling, and what they will do.

In other words, write as complete a story as you can--a story with plot and characters.

You will have twenty (20) seconds to look at a verbal cue and then 4 minutes to write your story about it. Write your first impressions and work rapidly. I will keep time and tell you when it is time to finish your story and to get ready for the next cue.

There are no right or wrong stories or kinds of stories, so you may feel free to write whatever story is suggested to you when you look at a cue. Spelling, punctuation, and grammar are not important. What is important is to write out as fully and as quickly as possible the story that comes into your mind as you imagine what is going on in each cue.

Notice that there will be one page for writing each story, following the page on which the verbal cue is given. If you need more space for writing any story, use the reverse side of the previous page--the one on which the cue was presented. Do not turn or go on to the next page until I tell you to do so.

Thank you!

LINDA HAS JUST BEEN ELECTED CHAIRPERSON OF THE ACADEMIC AFFAIRS
COMMITTEE AT A LARGE UNIVERSITY

Cue Number _____

Participant _____

1. What is happening? Who are the persons?
2. What has led up to this situation? This is, what has happened in the past?
3. What is being thought? What is wanted? By whom?
4. What will happen? What will be done?

IRIS AND JACK ARE CO-TEACHING AN UNDERGRADUATE CLASS
IN PSYCHOLOGY

Cue Number _____

Participant _____

1. What is happening? Who are the persons?

2. What has led up to this situation? This is, what has happened in the past?

3. What is being thought? What is wanted? By whom?

4. What will happen? What will be done?

CAROL IS GOING BACK TO SCHOOL TO GET HER
DOCTORATE

Cue Number _____

Participant _____

1. What is happening? Who are the persons?
2. What has led up to this situation? This is, what has happened in the past?
3. What is being thought? What is wanted? By whom?
4. What will happen? What will be done?

JUDY AND TOM, THE MAN SHE HAS BEEN LIVING WITH FOR THREE YEARS, ARE BOTH APPLYING FOR HIGH LEVEL POSITIONS IN STUDENT AFFAIRS AT THE SAME UNIVERSITY

Cue Number _____

Participant _____

1. What is happening? Who are the persons?
2. What has led up to this situation? This is, what has happened in the past?
3. What is being thought? What is wanted? By whom?
4. What will happen? What will be done?

Participant _____

INSTRUCTIONS: PLEASE RESPOND TO THE FOLLOWING INSTRUMENT BY
PLACING AN "X" ON THE CONTINUUM, IN THE PLACE
THAT MOST ACCURATELY REPRESENTS YOUR
BEHAVIOR AS A LEADER.

AS A LEADER, I PERFORM THE FOLOWING FUNCTIONS, WHEN IT SEEMS
APPROPRIATE:

(1) Initiating (introducing new ideas or procedures, trying to
get movement started toward a goal.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

(2) Supporting and encouraging (attempting to offer warmth and
support so that others feel free
to contribute. This may take the
specific form of helping particu-
lar members to enter the discus-
sion.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

(3) Informing (trying to get needed information into the group by
giving information or opinions to the group, point-
ing out gaps in the group's information, asking for
opinions. This includes reacting to the suggestions
of others.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

(4) Tension-reduction (attempting to reduce tension in the group
through humor or by steering the conver-
sation to "safe ground.")

(5) Evaluating (Trying to evaluate where the group stands with re-
spect to some issue or goal, testing consensus, evaluating
progress.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

(6) Expressing feelings (attempting to verbalize feelings of one's
own or that one suspects might be shared by others, in an
attempt to maintain adequate communication.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

- (7) Coordinating (Showing or clarifying the relationships among various ideas and suggestions; trying to pull ideas and suggestions together or trying to coordinate the activities of various members of sub-groups.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

- (8) Harmonizing (attempting to mediate differences among members).

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

- (9) Elaborating (Building on the contributions of others, taking things one step further, expanding and adding to ideas.)

ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
--------	-------	--------------	--------	-------

PARTICIPANT

INSTRUCTIONS: The following functions of leadership have been functions that are most often described as task functions of leadership. The purpose of these behaviors is to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem.

Please read over the following descriptions of these functions, and then turn the page and respond to the CONCEPT given at the top of the page by placing an "X" on the space on the continuum that most accurately represents your general feelings about yourself. You may refer back to this page for clarification of the task functions that you are responding to . . .

- (1) Initiating--Introducing new ideas or procedures, trying to get movement started toward a goal.
- (2) Informing--Trying to get needed information into the group by giving information or opinions to the group, pointing out gaps in the group's information, asking for opinions. This includes reacting to the suggestions of others.
- (3) Evaluating--Trying to evaluate where the group stands with respect to some issue or goal, testing consensus, evaluating progress.
- (4) Coordinating--Showing or clarifying the relationships among various ideas and suggestions; trying to pull ideas and suggestions together or trying to coordinate the activities of various members of sub-groups.
- (5) Elaborating--Building on the contributions of others, taking things one step further, expanding and adding to ideas.

CONCEPT: As a leader, when I am performing task functions of leadership, I feel:

Good	_____	_____	_____	_____	_____	Bad
Satisfied	_____	_____	_____	_____	_____	Dissatisfied
Wrong	_____	_____	_____	_____	_____	Right
Interesting	_____	_____	_____	_____	_____	Boring
Sad	_____	_____	_____	_____	_____	Happy
Clear	_____	_____	_____	_____	_____	Hazy
Unreal	_____	_____	_____	_____	_____	Real
Strong	_____	_____	_____	_____	_____	Weak
Rough	_____	_____	_____	_____	_____	Smooth
Easy	_____	_____	_____	_____	_____	Hard
Tense	_____	_____	_____	_____	_____	Relaxed
Ordered	_____	_____	_____	_____	_____	Chaotic
Fast	_____	_____	_____	_____	_____	Slow
Dull	_____	_____	_____	_____	_____	Sharp
Short	_____	_____	_____	_____	_____	Long
Imagina- tive	_____	_____	_____	_____	_____	Unimagina- tive
Simple	_____	_____	_____	_____	_____	Complicated
Unpredict- able	_____	_____	_____	_____	_____	Predictable
Responsible	_____	_____	_____	_____	_____	Irresponsible
Disorganized	_____	_____	_____	_____	_____	Systematic
Spontaneous	_____	_____	_____	_____	_____	Controlled
Rejected	_____	_____	_____	_____	_____	Accepted
Warm	_____	_____	_____	_____	_____	Cool

CONCEPT: As a leader, when I am performing task functions of leadership, I feel:

Punitive						Supportive
Important						Unimportant
Unintelligent						Intelligent

PARTICIPANT _____

INSTRUCTIONS: The following functions of leadership have been functions that are most often described as maintenance functions of leadership. Behaviors in this category are oriented toward maintaining the group as a group.

Please read over the following descriptions of these functions, and then turn the page and respond to the CONCEPT given at the top of the page by placing an "X" on the space on the continuum that most accurately represents your general feelings about yourself. You may refer back to this page for clarification of the maintenance functions that you are responding to..

- (1) Supporting and encouraging--attempting to offer warmth and support so that others feel free to contribute. This may take the specific form of helping particular members to enter the discussion.
- (2) Tension-reduction--Attempting to reduce tension in the group through humor or by steering the conversation to "safe ground".
- (3) Expressing feelings--Attempting to verbalize feelings of one's own or that one suspects might be shared by others, in an attempt to maintain adequate communication.
- (4) Harmonizing--Attempting to mediate differences among members.

CONCEPT: As a leader, when I am performing maintenance functions of leadership, I feel:

Good	_____	_____	_____	_____	_____	Bad
Satisfied	_____	_____	_____	_____	_____	Dissatisfied
Wrong	_____	_____	_____	_____	_____	Right
Interest- ing	_____	_____	_____	_____	_____	Boring
Sad	_____	_____	_____	_____	_____	Happy
Clear	_____	_____	_____	_____	_____	Hazy
Unreal	_____	_____	_____	_____	_____	Real
Strong	_____	_____	_____	_____	_____	Weak
Rough	_____	_____	_____	_____	_____	Smooth
Easy	_____	_____	_____	_____	_____	Hard
Tense	_____	_____	_____	_____	_____	Relaxed
Ordered	_____	_____	_____	_____	_____	Chaotic
Fast	_____	_____	_____	_____	_____	Slow
Dull	_____	_____	_____	_____	_____	Sharp
Short	_____	_____	_____	_____	_____	Long
Imagina- tive	_____	_____	_____	_____	_____	Unimaginative
Simple	_____	_____	_____	_____	_____	Complicated
Unpredic- table	_____	_____	_____	_____	_____	Predictable
Responsi- ble	_____	_____	_____	_____	_____	Irresponsible
Disorgan- ized	_____	_____	_____	_____	_____	Systematic
Spontan- eous	_____	_____	_____	_____	_____	Controlled

PARTICIPANT _____

INSTRUCTIONS: Below is a list of 18 values. Please arrange these values in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you: place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

-
- _____ Ambitious (hard-working, aspiring)
 - _____ Broadminded (open-minded)
 - _____ Capable (competent, effective)
 - _____ Cheerful (lighthearted, joyful)
 - _____ Clean (neat, tidy)
 - _____ Courageous (standing up for your beliefs)
 - _____ Forgiving (willing to pardon others)
 - _____ Helpful (working for the welfare of others)
 - _____ Honest (sincere, truthful)
 - _____ Imaginative (daring, creative)
 - _____ Independent (self-reliant, self-sufficient)
 - _____ Intellectual (intelligent, reflective)
 - _____ Logical (consistent, rational)
 - _____ Loving (affectionate, tender)
 - _____ Obediant (dutiful, respectful)
 - _____ Polite (courteous, well-mannered)
 - _____ Responsible (dependable, reliable)
 - _____ Self-controlled (restrained, self-disciplined)

PARTICIPANT _____

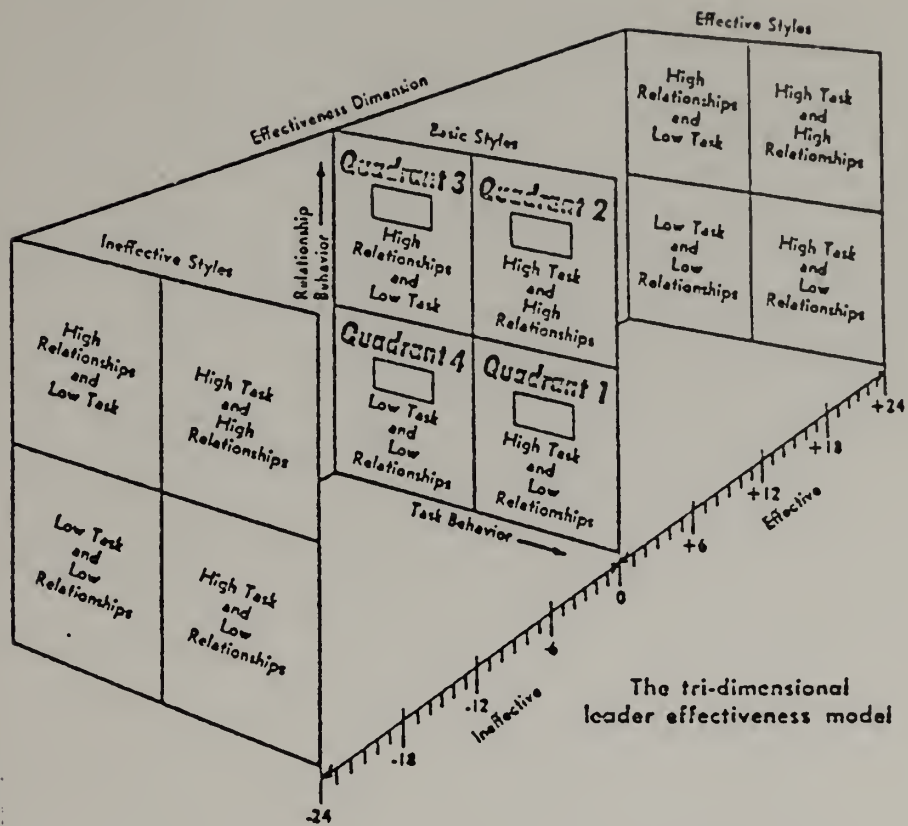
INSTRUCTIONS: Below is a list of 18 values. Please arrange these values in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you; place a 2 next to the value which is second most important to you, etc. The value which is lead important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

-
- _____ A comfortable life (a prosperous life)
 - _____ An exciting life (a stimulating, active life)
 - _____ A sense of accomplishment (lasting contribution)
 - _____ A world at peace (free of war and conflict)
 - _____ A world of beauty (beauty of nature and the arts)
 - _____ Equality (brotherhood--sisterhood, equal opportunity for all.
 - _____ Family security (taking care of loved ones)
 - _____ Freedom (independence, free choice)
 - _____ Happiness (contentedness)
 - _____ Inner harmony (freedom from inner conflict)
 - _____ Mature Love (sexual and spiritual intimacy)
 - _____ National security (protection from attack)
 - _____ Pleasure (an enjoyable, leasurely life)
 - _____ Salvation (saved, eternal life)
 - _____ Self-respect (self-esteem)
 - _____ Social recognition (respect, admiration)
 - _____ True friendship (close companionship)
 - _____ Wisdom (a mature understanding of life)

<p>SITUATION</p> <p>Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is in a slump.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Emphasize the use of uniform procedures and the necessity for task accomplishment.</p> <p>B Push yourself available for discussion but don't push.</p> <p>C Talk with subordinates and then set goals.</p> <p>D Intentionally do not intervene.</p>
<p>SITUATION</p> <p>The observable performance of your group is increasing but you are not satisfied because the subordinates are aware of their roles and standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Engage in friendly interaction, but continue to make sure that all members are aware of their roles and standards.</p> <p>B Take no definite action.</p> <p>C Do what you can to make the group feel important and motivated.</p> <p>D Emphasize the importance of deadlines and tasks.</p>
<p>SITUATION</p> <p>Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Involve the group and together engage in problem solving.</p> <p>B Let the group work it out.</p> <p>C Act quickly and firmly to correct and redirect.</p> <p>D Encourage group to work on problem and be available for discussion.</p>
<p>SITUATION</p> <p>You are considering a major change. Your subordinates have a fine record of accomplishment. They respect the need for change.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Allow group involvement in developing the change, but don't push.</p> <p>B Announce changes and then implement with close supervision.</p> <p>C Allow group to formulate its own direction.</p> <p>D Incorporate group recommendations, but you direct the change.</p>
<p>SITUATION</p> <p>The performance of your group has been dropping during the last few months. Subordinates have been complaining with meeting objectives. Redefining roles has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Allow group to formulate its own direction.</p> <p>B Incorporate group recommendations, but see that objectives are met.</p> <p>C Redefine goals and supervise carefully.</p> <p>D Allow group involvement in setting goals, but don't push.</p>
<p>SITUATION</p> <p>You stepped into an apparently run situation. The previous administrator ran a tight ship. You want to maintain a productive situation, but would like to begin humanizing the environment.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Do what you can to make group feel important and involved.</p> <p>B Emphasize the importance of deadlines and tasks.</p> <p>C Intentionally do not intervene.</p> <p>D Let group involved in decision making, but see that objectives are met.</p>
<p>SITUATION</p> <p>You are considering major changes in your organizational structure. Members of the group have made suggestions about needed changes. The group has demonstrated flexibility in its day-to-day operations.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Include the change and supervise carefully.</p> <p>B Acquire groups approval on the change and allow members to approach the implementation.</p> <p>C Be willing to make changes as recommended, but maintain control of implementation.</p> <p>D Avoid confrontation. Have things done.</p>
<p>SITUATION</p> <p>Group performance and interpersonal relations are good. You feel uneasy but unsure about your role in direction of the group.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Leave the group alone.</p> <p>B Discuss the situation with the group and then initiate necessary changes.</p> <p>C Try to get the group to discuss toward working in a well-defined manner.</p> <p>D Be careful of hurting less-subordinate relations by letting the directive.</p>
<p>SITUATION</p> <p>Your superior has appointed you in head a task force that is far overdue in making required changes in the group. Attendees at sessions have been poor. Their meetings have turned into social gathering. Potentially they have the talent areas to help.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Let the group work it out.</p> <p>B Incorporate group recommendations, but see that objectives are met.</p> <p>C Redefine goals and supervise carefully.</p> <p>D Allow group involvement in setting goals, but don't push.</p>
<p>SITUATION</p> <p>Your subordinates usually able to take responsibility, but not responding to your recent redefinition of standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Allow group involvement in redefining standards, but don't push.</p> <p>B Redefine standards and supervise carefully.</p> <p>C Avoid confrontation by not applying pressure.</p> <p>D Incorporate group recommendations, but see that new standards are met.</p>
<p>SITUATION</p> <p>You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Take steps to direct subordinates toward working in a well-defined manner.</p> <p>B Involve subordinates in decision making and reestablish good contributions.</p> <p>C Discuss past performance with group and then you examine the need for new priorities.</p> <p>D Continue to leave group alone.</p>
<p>SITUATION</p> <p>Recent information indicates some internal difficulties in the group. The group has a respectable record of accomplishment. Members have effectively maintained long range goals. They have worked in harmony for the past year. All are well qualified for the task.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A Try not your solution with subordinates and examine the need for new practices.</p> <p>B Allow group members to work it out themselves.</p> <p>C Act quickly and firmly to correct and redirect.</p> <p>D Make yourself available for discussion, but be careful of hurting some subordinates' relations.</p>



¹For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, 2nd Edition **MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES**, Prentice Hall, Inc. 1972.

APPENDIX 2

SESSION ONE

Course Requirements

1. Journal

- a. We will be writing in our journals in class, as we have already experienced, to record our thoughts, feelings, ideas, on the spot.
- b. Please record your learnings at the end of each session. What did I learn today? What did I discover about myself? What did I discover about others? What did I like about today? What did I dislike about today? This information is very important to me in determining the usefulness of the design I am using to reach the goals I have in working with women and leadership.
- c. During the week. Record your reactions to situations in which you are a leader, and also situations in which you are a group member (committee meetings, your own staff area meetings, etc.). Attached is a critical incident form that many of you may find helpful in looking at your own reactions in the above situations.
- d. As a personal journal for yourself in regard to the whole issue of you as a leader-member. This may be a place where you think about the concepts you have been reading in the articles handed out and apply them to yourself and how you feel and think. It may also be a place to just explore your general feelings on your job--pressures, high points, life-style, etc.

Summary--the more time you take during the course of this experience to think about yourself and your leadership and membership behavior, feelings, etc., the more we will learn about ourselves and each other!

*** At the end of this experience I will be asking you to provide me with information from your journals. You may do this in one of two ways: (1) loan me your journals for a week, or (2) excerpt parts of your journal in a separate paper for me.

2. Readings--The readings being provided are based on the issues we will be covering in the course (values, functions of leadership, achievement motivation in women as a result of socialization, leadership theory, group development theory). I would like you to read the articles provided with a critical eye--how does all of this relate to me as a woman/person? The purpose of the readings is to inform you of current thinking on the subjects we are discussing, and to add an in depth look at some of the issues we are covering. The more you keep up with the readings--the more you learn!

3. Final paper or journal entry--At the end of this experience I want to know if we have clarified our own leadership styles and can develop any models of leadership for ourselves as individuals. All of the work we will be doing during the course should help us to reach some clarification on these two areas. Although this last entry or paper may be difficult to write, your journal entries and constant review of your values, skills, confidence levels, etc. should be able to help you to put this all together. We have made a picture of Maude--now we are working towards developing our own picture of ourselves.

Critical Incident Questionnaire

Think of the incident in today's session that had the most impact on the way you see yourself in this group. Please be as specific and objective as possible in your descriptions.

1. Describe the incident as specifically as you can.
2. What did you do/not do?
3. What do you wish you had done?
4. How did your behaviors affect the way you see yourself in this group?
5. How did the behavior of others affect the way you see yourself in this group?
6. Additional information on the incident, your participation, and its personal effect on you.
7. Please indicate how important this incident was in your perception of yourself in this group.

1	2	3	4	5	6	7	8	9	10
of little									very
importance									important

Values

	<u>Wanted</u>	<u>Unimportant or unsure</u>
Participant #1	imagination, creativity, ideas open-minded interpersonal exchange more commitment to personal/ political goals passion	tolerance maturity
Participant #2	humor imagination and creativity, ideas encouraging potential interpersonal exchange tolerance open-minded loving and nurturing	optimism passion--enthusiasm
Participant #3	strength self--body and soul commitment to personal and political goals feeling passion enthusiasm authenticity	loving and nurturing
Participant #4	imagination, creativity, ideas strength and competence tolerance encouraging potential wisdom open-minded	maturity
Participant #5	independence commitment to personal and professional goals tolerance authenticity (when others don't respond in kind) passion, enthusiasm open-minded	commitment to personal and political goals

	<u>Wanted</u>	<u>Unimportant or unsure</u>
Participant #6	wisdom self--body authenticity optimism passion, enthusiasm commitment to personal and political goals maturity competence, strength encouraging self and others	
Participant #7	authenticity imagination, creativity, ideas commitment to personal and political goals wisdom humor endurance	passion

Skills

	<u>Wanted</u>	<u>Unimportant or unsure</u>
Participant #1	support conflict manipulation touch with self not to motivate others expectations confront summarize	
Participant #2	speak clearly give support summarize inspire confront	manipulation
Participant #3	feedback (positive) admit weaknesses manipulated stating expectations and follow-up inspiring	
Participant #4	speak clearly (not use jargon) thinking out loud summarize conflict aware of manipulation and being manipulated motivating confronting	confronting (no acceptance at all)
Participant #5	thinking on feet more clearly speaking on emotional subjects feedback (negative--how strong are people) knowing when to summarize (repeats self) putting things in context--being concise admitting weaknesses motivating others dealing with conflict	

	<u>Wanted</u>	<u>Unimportant or unsure</u>
Participant #6	admit strengths and successes speak clearly communicate concisely less jargon--use English language give support conflict not to be able to be manipulated assertive--confidently feedback more often summarize work done--inspire expectations	
Participant #7	thinking out loud manipulating not flirtatious more assertive summarizing openly inspire	

Readings

"Femininity and Successful Achievement: A Basic Inconsistency," by Matina S. Horner, Roles Women Play: Readings Towards Women's Liberation, ed., Gaskof, Michele Hoffnung, Brooks-Cole Publishing Co., 1971 (pp. 97-122)

"Psychological Consequences of Sexual Inequality," by Jean Baker Miller and Ira Mothner.

"The Philosophical and Value Ramifications: A Modern Approach to the Valuing Process."

During the week I sent out an outline of the course requirements and our individual lists of values and skills as we had shared them during this session.

SESSION TWO

Western culture is a patriarchal culture where characteristics assigned to men are more valued than most of those assigned to women. Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970), compiled a list of the most common characteristics assigned to men and women in our culture. The following list of characteristics designate the raters' opinions of feminine characteristics; the left hand column represents the feminine pole of male-valued items; and the right hand column represents the feminine pole of female valued items.

Not at all aggressive	Very talkative
Not at all independent	Very tactful
Very emotional	Very gentle
Does not hide emotions at all	Very aware of feelings of others
Very subjective	Very religious
Very easily influenced	Very interested in own appearance
Very submissive	Very neat in habits
Dislikes math and science very much	Very quiet
Very excitable in minor crisis	Very strong need for security
Very passive	Enjoys art and literature very much
Not at all competitive	Easily expresses tender feelings
Very illogical	
Very home oriented	
Not at all skilled in business	
Very sneaky	
Does not know the way of the world	
Feelings easily hurt	
Not at all adventurous	
Has difficulty making decisions	
Cries very easily	
Almost never acts as a leader	
Not at all self-confident	
Very uncomfortable about being aggressive	
Not at all ambitious	
Unable to separate feelings from ideas	
Very dependent	
Very conceited about appearance	

It is evident from the above list that there are fewer feminine valued characteristics in our society than male-valued characteristics. The ability to lead is not a characteristic generally assigned to women. However, an overview of the research and literature on leadership indicates that women have been socialized to possess certain characteristics that are viewed as important functions of leadership.

Life Line

Using the space provided on this sheet of paper, draw a line to represent your life line, and put a check mark on it to show where you are on it right now. The line can be straight, slanted, curved, convoluted, jagged, etc.; it can be "psychological" and/or "chronological." It's a subjective thing--it represents something about how you think about your life. After you have drawn it, share it with one other person in this group.

Who am I?

This exercise is to explore the check mark on your life line. Write ten different answers to the question, "Who am I?" in the space provided below. You may choose to answer in terms of roles and responsibilities you have in life, in terms of groups you belong to and beliefs you hold, in terms of certain qualities or traits you have as a person, in terms of behavior patterns, needs or feelings that are characteristic of you, etc. Try to list those things which are really important to your sense of yourself: things that, if you lost them, would make a radical difference to your identity and the meaning of life for you.

	1	2
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

Silent, individual reflection is necessary while doing the above. Before sharing with others in the group, follow the instructions given on the next page.

Identity Review

Consider each item in your list of "Who-am-I's" separately. Try to imagine, try to feel, how it would be if that item were no longer true of you. (How would you feel? What would you do? What would your life be like?). After reviewing each item in this way, rank order the items in the list by putting a number in the box (first box) to the right of each item. Put "1" beside the item which is most essential to your sense of yourself, whose loss would require the greatest struggle to adjust to. Put "10" beside the item which is least essential to your sense of yourself. Try to rank-order all items in this way, without any items tying for first place, second, third, etc.

In the second box to the right of each "Who-am-I," consider carefully whether this identifiable characteristic, feeling, role, etc. is a result of the way in which you were socialized or if it is a result of overcoming or moving beyond your socialization. Place an "S" in the second box to the right to indicate a result of socialization. Place an "IO" in the second box to the right to indicate I Overcame.

FEELINGS

	<u>Feelings I have</u>	<u>Feelings I want</u>	<u>Feelings I don't want</u>
Participant #1	growing lonely working on things overworked high expectations self/others optimistic sense of responsibility alone complex dissatisfied (environment)	challenged passion, enthusiasm optimism better health wisdom realistic	wary driven anxious overwhelmed
Participant #2	ambitious challenged competent accepts self passionate anxious optimistic realistic powerful wise	consideration of body	unsure anxious overworked high expectations sense of responsibility needed alone
Participant #3	challenged likes self competent accepts self unsure passionate anxious overworked high expectations optimistic responsible powerful wise/complex alone body	more competent more powerful wise/simple body	anxious unsure overworked alone
Participant #4	working on things challenged accepts self high expectations optimistic great responsibility needed alone unsure wise	competent wise needed	overworked anxious unsure <hr/> passion? needed?

SESSION THREE

Task versus Maintenance Functions in Group Interaction1. Definitions and Distinctions

Another way of looking at groups in action is to observe those member behaviors which help the group in moving toward its goals, solving its problems, or making its decisions (task functions), and to observe those members' behaviors which help the group maintain itself, that is which strengthen, regulate, and perpetuate the group as a group (maintenance functions).

a. Task functions

Their purpose is to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem. One could construct many lists of task functions which might vary in their specificity and language. Some examples are as follows:

- (1) Initiating--Introducing new ideas or procedures, trying to get movement started toward a goal.
- (2) Informing--Trying to get needed information into the group by giving information or opinions to the group, pointing out gaps in the group's information, asking for opinions. This includes reacting to the suggestions of others.
- (3) Evaluating--Trying to evaluate where the group stands with respect to some issue or goal, testing consensus, evaluating progress.
- (4) Coordinating--Showing or clarifying the relationships among various ideas and suggestions; trying to pull ideas and suggestions together or trying to coordinate the activities of various members of sub-groups.
- (5) Elaborating--Building on the contributions of others, taking things one step further, expanding and adding to ideas.

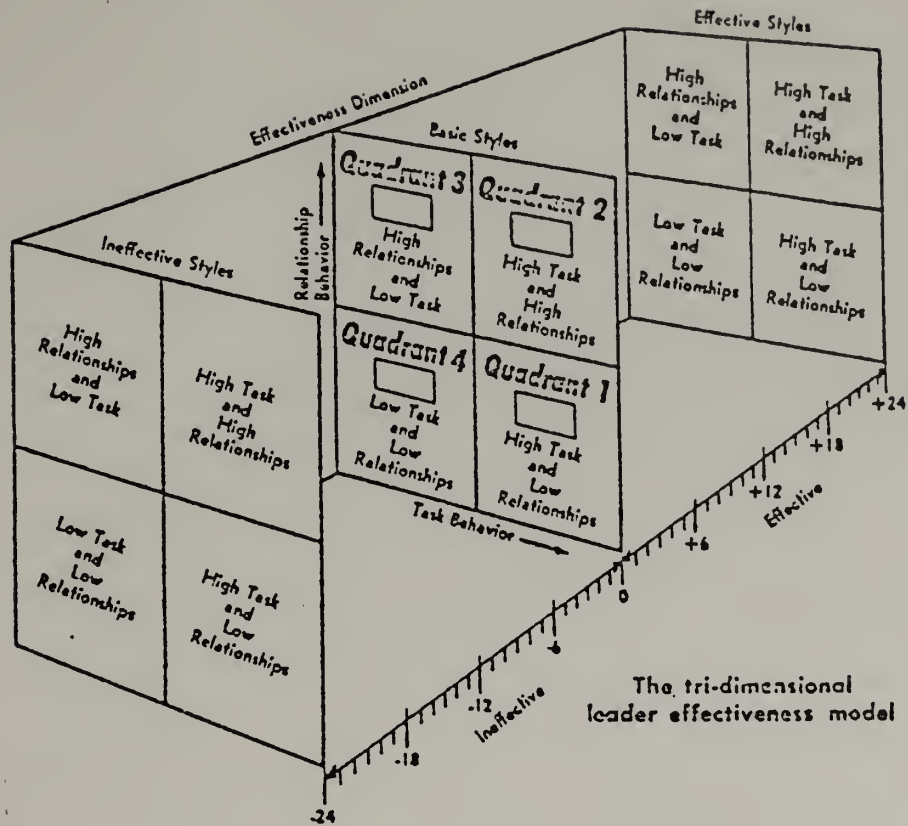
b. Maintenance functions

The behaviors in this category are oriented toward maintaining the group as a group. Again many lists could be constructed. Some examples are as follows:

- (1) Supporting and encouraging--Attempting to offer warmth and support so that others feel free to contribute. This may take the specific form of helping particular members to enter the discussion (gate-keeping).

- (2) Tension-reduction--Attempting to reduce tension in the group through humor or by steering the conversation to "safe ground."
- (3) Expressing feelings--Attempting to verbalize feelings of one's own or that one suspects might be shared by others, in an attempt to maintain adequate communication.
- (4) Harmonizing--Attempting to mediate differences among members.

Groups are likely to operate at maximum efficiency when members serve both task and maintenance functions appropriately.



The tri-dimensional leader effectiveness model

¹For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, 2nd Edition **MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES**, Prentice Hall, Inc. 1972.

Situations

In your small groups, please decide upon the leadership style that you believe would be the most effective for you to use. You may not reach a group consensus, so be sure to record the various styles that individuals choose and why.

Begin your discussion by considering how you feel about working with this situation. Consider your level of comfortableness or uncomfortableness and why you feel this way.

Consider the way in which you would generally work with this situation--what would you normally do?

Consider what you would like to be able to do in this situation--if it is different from what you normally do, discuss the difficulty you would have in approaching it differently. Ask the group to help you to come up with steps to take in overcoming this difficulty or understanding it better.

1. One of the women in your staff meetings consistently comes in late to the meetings. When she is at the meetings she shows a great deal of disinterest (yawning, reading a book, etc.). You have also received complaints from students on her corridor that she is not available in the evenings to talk with students. You have not spoken to her before about any of this.

2. One of your male staff persons has been consistently late to staff meetings, shows disinterest when he is at staff meetings, and you have had complaints from students on his corridor that when they approach him with questions or concerns that he just can't be bothered. You have spoken to him once before about this situation and at the time he was very pleasant and understanding of your concern. He told you how attractive you are and that he really appreciates your support and caring.

3. Your staff is composed of very responsible individuals. They get their work done, have a great deal of commitment in working with individuals and groups on their corridors. They stop in frequently to let you know what is going on on their corridors, and they share a great deal about their own personal lives with you. You notice that your meetings are really short--business is accomplished. People do not talk with each other before or after meetings and discussion at the meetings is all directed toward you. There is very little eye contact among members of the group.
4. You are realizing that your staff meetings run very smoothly and that your staff talks easily and comfortably with one another about concerns, business, successes, etc. You are finding that there is very little for you to do during the meetings, except provide outside information from your cluster group.
5. Your staff talks a great deal to each other when they come into meetings--about issues that are not job related (what they did over the weekend, mutual friends, etc.). You are finding it difficult to discuss important topics of concern to the dormitory--to get staff to focus on task. When you do get them involved in discussing the task, everyone talks at once, people aren't listening to one another and you can tell that some individuals are feeling hurt that they have been cut off or can't find any air time.

Readings

"Training Components for Group Facilitators," Robert K. Conyne, 1975,
University Ass. Publications, Inc.

"Leadership: A Conception and Some Implications," Irving Knickerbocker,
Journal of Social Issues, Summer 1947, pp. 23-40

"Dilemmas of Leadership," National Training Laboratory.

SESSION FIVE

Reflections of Self and Group

I felt good about the following ways in which I participated in this group:

I felt uncomfortable or disappointed in the following ways in which I participated or did not participate in this group:

As best you can, think about each individual member of this group. Write down your perceptions and feelings about each member's participation in this group experience. Consider the functions (task and maintenance) that each individual used in this situation--did you identify with one or more in particular--did you feel supported by one or more--did you experience conflict with one or more?

A:

B:

D:

Ja:

Je:

Jef:

M:

Observation Form

Methods

- how did the group start off?
- was there an agenda?
- how did it get established?
- how did agenda items get handled?
- is the group working together?
- are people cooperative or competitive?
- are there cliques or sub-groups operating?
- did new ideas and alternatives get introduced? how?
- were decisions made? how?
- how did the group end?

Roles

- Who
- initiated the ideas?
- supports others?
- blocks progress?
- helps the group?
- hinders the group?
- provides useful information?
- creates tension?
- relieves tension?
- tests for consensus?
- summarizes?
- moves for action?

Climate and Sensitivity

- is the climate serious or relaxed?
- do people seem comfortable or tense?
- is it a friendly or strange group?
- are members caring for each other?
- are people being real or phony?
- are people being sensitive to the feelings of each other?
- are people trusting or defensive?

Non-Verbal Communications

- who is not taking part? why?
- how are people sitting in relation to each other?
- is there eye contact between speaker and others?
- what kind of looks are people giving each other?
- what kind of faces do people make?
- are people silently agreeing or disagreeing with what is going on?

Communications

- who talks? how frequently?
- are others having a chance to talk?
- do speakers have a chance to finish what they have to say?
- can people understand what is being talked about?
- are people listening and hearing?
- are side discussions taking place?

Content

- what are the contents or subjects of the discussion?

Readings

"What to Observe in a Group," National Training Laboratory.

"What to Look for in Groups," The 1972 Handbook for Group Facilitators,
University Associates.

"Observation Form," Jack Kuszaj.

November 23, 1976

Dear D, Jef, A, Ja, M, B, and Je:

I wanted to write to you about several different issues and items of business. I feel like we have so little time left and so much we could accomplish together!

First of all, I would like to thank all of you for being so committed to this program. I really appreciate all of you and have enjoyed meeting together so much. This is a very high pressured situation for me because the whole program is attached to me getting my doctorate. And, I have realized during the past few days that sometimes I have lost my normal human element for the sake of getting on with my design and giving you as much data, theory, etc. that I can in each session. For instance, at the beginning of our last session, I would like to have given us time to fill in the individuals (D, Je and A), who were not at Wednesday's meeting--to let them know what we had talked about and to allow time for these people to express their feelings about missing the session. For those of you who did not have an opportunity to hear what happened--both D and Je went to the scheduling office in the Campus Center and were told that the meeting had been cancelled! And, A had a crisis in her residence hall that called for immediate action on her part.

As I look at the little time we have left, and all the areas that we want to cover, I have decided to propose a suggestion. We are scheduled to meet on Wednesday, December 1 (from 1:30 p.m. to 4:30 p.m., in Room 901), on Friday, December 3 (from 9:00 a.m. to 5:00 p.m., in Rooms 905-909), and on Wednesday, December 8 (from 1:30 to 4:30, in Rooms 905-909). The December the 8th meeting is scheduled for our post-tests. My proposal is that we have a regular session on December 8th and meet again on December 10 from 9:00 a.m. to 12:00 noon for a final session, and then meet for one hour--from 1:00 to 2:00 p.m.--to take the post-tests. This would mean that you would be committing yourselves to one more day of training. Would you please think about this, and determine whether or not you will be able to take another day from your busy schedules. We can make a decision on Wednesday, December 1, regarding this proposal!

The suggestions that were generated from the group on Wednesday are as follows:

1. Role playing--acting out a staff meeting
2. Balancing power
3. Concretize what you want from a facilitator
4. Summarization and paraphrasing
5. Reflecting feelings
6. Criticism
7. How to get feedback
8. Facilitate a discussion--process person

9. Large group leadership
10. Tyranny of structurelessness (all female)--not deny, able to admit to that productive/nonproductive
11. Process/Leader
12. Group undermines leader--how to deal with this
13. Assertiveness
14. Tap into others' skills--everyone in group has skills--share them
15. Cutting off someone on a tangent
16. Generating a list of things hardest to do
17. Analyze--pinpoint what is needed
18. Closure of group

If you have any additions to this list, please write them down and we can add to this on Wednesday. I have some ideas about ways in which we can combine some of these for our all-day session on Friday. I'll share these ideas with you on Wednesday.

I am also enclosing two articles--one on group process/ observation and one on conflict.

Have a wonderful Thanksgiving, and I'll see you on Wednesday, December 1. Two more short thoughts: (1) D mentioned the need for some type of closure for this group beyond an evaluation of the group itself--suggestions? (2) I am willing to continue with some follow-up session second semester if you feel that you want to continue this group and we can formulate some goals and shared responsibility.

Take care - AND REST!

SESSION SIX

What are your goals for this one-hour session? (What do you hope to accomplish with this group in the time given?)

What are your goals for yourself as a facilitator(s) during this session? (Are there certain behaviors that you would like to exhibit? Are there certain attitudes you would like to express? Are there certain values you would like to use as guides during this session?)

What is your design for this one-hour session? (Your design should reflect the goals that you have outlined above. It should also reflect the way in which you are going to work together as co-facilitators--who is going to introduce different parts of design?--how will you take care of any task or maintenance functions that may be necessary in group?, etc.)

Evaluation of session (Did you use proposed design? How did it go? How did you change design? How did you work together? Based on your observations of the group today, where will you go from here with this group?)

Feedback to You

Do you have any particular goals in mind concerning feedback to you? (Are there specific behaviors, incidents, attitudes, etc. that you would like feedback on?) (Is there a certain way in which you would like people to give you feedback?)

Design for feedback (What is the best method to use in asking the group to give you feedback--how can you meet the goals outlined above?)

SESSION EIGHT

Readings

"The Significance of Human Conflict," National Training Laboratories.

"How to Choose Between Strategies of Conflict and Collaboration," National Training Laboratories.

